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ABSTRACT

This project became operational in April 1969 and was planned to have two phases operating at least until January 1971. The first phase, an administrative workshop combined with the collection and feedback of data, was completed in December 1969. With the support of supplementary funding after the original funding was curtailed, the second phase involved change seminars and the development of change projects. The project's long run impact cannot be effectively assessed unless follow-up studies are conducted in the near future. The objectives of the project were 1) to develop and strengthen the interdependence of members of the school's staff; 2) to develop a collaborative process of working on the problems facing individual schools; 3) to develop a continuing personal and team commitment to growth and organizational development; and 4) to develop the necessary skills within the school team to be able to carry on the process of organizational renewal. The document gives details of the planning, resources, participants and staff, administrative workshops, change seminar, and change-team activities, followed by a summary and conclusions. Extensive appendixes document the three workshops and seminar, and include the various instruments employed and the questionnaires used for evaluation. [This supersedes ED 046 879.] (MBM)

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THE ANN ARBOR PUBLIC SCHOOLS PARTICIPATIVE MODEL IN-SERVICE STAFF DEVELOPMENT PROJECT TERMINAL REPORT

(In collaboration with the Center for Research on
Utilization of Scientific Knowledge, Institute
for Social Research, University of Michigan)

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Submitted to

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Submitted by

The Ann Arbor Public Schools
1220 Wells Street, Ann Arbor, Michigan
W. Scott Westerman, Jr., Superintendent

SP005009

December, 1970

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ANN ARBOR PUBLIC SCHOOLS
W. SCOTT WESTERMAN, JR. • SUPERINTENDENT
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December 21, 1970

Dr. Dustin W. Wilson, Jr., Chief
Educational Leadership Branch
Bureau of Educational Personnel Development
U.S. Office of Education - D/HEW
Washington, D.C. 20202

Dear Dr. Wilson:

Attached is the terminal report concerning the Ann Arbor Public Schools In-service Staff Development Project. The body of the report was prepared by the team of behavioral scientists from the Center for Research on the Utilization of Scientific Knowledge at the Institute for Social Research at the University of Michigan who collaborated with us in this pioneering project. I find the content of the report most interesting, and it will be the subject of further study in this school system during the months ahead.

We are at present in the process of exploring a design in collaboration with the Change Agent Team at the University of Michigan to continue the project into the Year II phase of operation with the general aim of moving our organizational interactive processes further in the direction of the System 4 Model under assistance provided to the University by Ford Foundation.

Although we were disappointed that your office was unable to fund our project through the anticipated Year II Phase, we do appreciate your agency's financial assistance in making the Year I Phase possible.

Sincerely yours,

W. Scott Westerman, Jr.

W. Scott Westerman, Jr.
Superintendent

WSW-vs

THE ANN ARBOR PUBLIC SCHOOLS
Participative Model In-Service Staff Development Project

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PREFACE

It is clear that major progress toward the generic goal of improving the resultfulness of educational institutions at all levels will be made when the nation's educators discover and apply leadership and organizational processes which are superior to those currently in use. Yet the implementation of superior leadership and organizational processes inherently involves behavioral modifications which, to be effective, must be based upon a sound knowledge base and the translation of that knowledge base into action. Such a process is hard to execute under any circumstances, but it is especially difficult to execute at this point in time due to the particularly volatile pressures which are being exerted on the nation's schools. So potent are those internal and external pressures that most educational administrators find themselves devoting their total energies merely to "keeping the lid on" in order to get an educational job done on a daily basis. The above manifestations are present in the Ann Arbor Public Schools, and they are to be kept in mind during your critical review of the attached evaluative report on the Ann Arbor project. Before moving to the substance of the report, however, it may be useful to place the project more closely in context with respect to (1) its relationship to the Bureau of Educational Personnel Development of the U.S. Office of Education, and (2) the administrative dynamics which exist within the Ann Arbor Public Schools from an "insider's" perspective, since the attached report reflects an "outsider's" view of those dynamics.

The Ann Arbor project was funded under the terms of Part D of the Education Professions Development Act in December, 1968, as one of twenty-three projects in educational administration which subsequently were assigned to the Educational Administration Branch of the Bureau of Educational Personnel Development. It is notable that twenty of the funded projects were granted to institutions of *higher learning, and the remaining three were granted to local educational agencies (namely to the public school systems of Atlanta, Los Angeles, and Ann Arbor). As is true of all of the programs which were funded by Bureau of Educational Personnel Development, the Educational Administration Branch was served by a Leadership Training Institute Panel which assisted the Branch in maintaining liaison with and recommending improvements in the operation of educational administration projects. Further, during the project period, the Branch convened three conferences attended by the project directors, by members of the Leadership Training Institute Panel, and by resource persons from the Office of Education and other sources. Those conferences were held in Coral Gables, Washington, and Atlanta. Since the conferences served to set the tone and to convey the legislative intent for all projects, it willbe useful to cite a few highlights from those informative sessions.*

The Coral Gables Conference which occurred in March, 1969, was a most critical one, since it marked the first interaction of project directors with Branch officials and members of the L.T.I. Panel. Several significant presentations were made which measurably helped set the stage for generic project operations. First, Dr. Donald Bigelow of the Bureau included in his remarks the following observations concerning the status of the educational administration grants generally: (1) educational administrators have been unmolested by Federal categorical programs longer than any other group of educational personnel - now a categorical program focuses upon educational administrators for the first time in the nation's history, (2) the prime aim of educational administration today must be to implement viable institutional change, yet institutional change is neither academically respectable nor bureaucratically possible, and (3) will your respective institutions be as effective in developing administrative improvements as you have been in pouncing upon the opportunity to attempt that feat? Dr. Vernon Haubrick, an L.T.I. panelist from Wisconsin

University, in reporting on his work with radical students pointed out that students view school administrators particularly and school faculties generally as being non-listeners to and non-supportive of students' needs for relevant involvement in the educative process. Dr. James Jones, an L.T.I. panelist and President of the Los Angeles Board of Education, extended Dr. Haubrick's theses by observing that schools must stop assaulting students with "systemic velvet violence," particularly with reference to minority group students. Finally, Dr. Jack Culbertson, an L.T.I. panelist and Director of the University Council on Educational Administration, pointed out the emerging interface which he saw occuring between the private business and the public education sectors of our society. Elements of this interface include mutual emphasis on national rather than local orientations; on long range, data based planning; on intensive research and development systems; on proaction rather than reaction in dealing with crises; on employing key personnel who possess multidisciplinary credentials rather than narrowly specialized credentials; on promotions based upon objective performance rather than upon subjective conformance; on heavy emphasis on cost effectiveness; and on the application of systems approaches to total operations. In response to a conferee's observation that actualization of the private business/public education interface could lead to the creation of an "Orwellian Culture," Dr. Culbertson pointed out that high positive correlations are being demonstrated between the degree of humanism in leadership styles and productivity - citing Dr. Likert's researches in this regard. In passing, it is ironic that the superiority of participative leadership styles over non-participative styles emerged from studies in the private sector, since this sector tends to be perceived as featuring highly autocratic leadership styles.

During the course of the Washington Conference in October, 1969, attention focused upon discussion of a "Statement of the EPDA Sub Committee on Guidelines," a document developed by the

L.T.I. Panel which set forth a tentative educational philosophy with relevance for the final quarter of the 20th Century. This document addressed many of the grave concerns relating to the needs for educational administrative improvements which were surfaced during the Coral Gables Conference. Also, at the Washington Conference, presentations were made by Commissioner Davies and by representatives of the branches which comprise the Bureau of Educational Personnel Development - these presentations provided a total overview of the Bureau's goals and functions.

At the Atlanta Conference which occurred in February, 1970, Dr. Sidney Marland, Chairman of the L.T.I. Panel, quoted from a speech which had recently been delivered by Dean Melby - excerpts of which appear below:

> The old educational administration is obsolete ...it was designed for application in a classical environment, but the environment is now non-classical...The old roles, the old preparation, and the old theory are either dead or dying... all have been obsoleted by technological and social changes...A new Model of educational administration must be built.

Subsequent discussion included a focus on the kind of collaboration which should exist between universities and local school systems in order to prepare educational administrators to function effectively in the non-classical environment. During that exchange, Dr. Alan Thomas of Chicago University observed that universities, due to their national educative missions, must function as critics as well as sources of technical assistance - he observed that the former function would be compromised if a "marriage" took place between universities and local school systems. Dr. Dustin Wilson responded to the above observation by stating, "you need not worry about a marriage, at this time universities are not even dating school systems!"

Upon returning from each of the above conferences, I drafted conference summaries, and distributed them to the total administrative team of the school system. Those summaries, the flavor of which is suggested in the excerpts, constitute substantive inputs toward achievement of project objectives as well as suggesting the global perspective in which the Ann Arbor project operated.

It is notable that all of the conferences focused upon the general theme of positive dissatisfaction with existent school administrative processes on a national scale. That same positive dissatifaction was manifested in the Administrative Council of the Ann Arbor Public Schools, and that was the catalyst which stimulated our decision to develop an EPDA/D proposal aimed at administrative improvement in the spring of 1968. As we explored this topic internally, it was agreed that contact should be made with Dr. Rensis Likert to determine whether or not it might be possible to develop a design for administrative improvement which featured collaboration between the school system and the Institute for Social Research at the University of Michigan. Dr. Likert agreed to confer with a proposal planning committee from the school system at which time he clarified the results of his researches in the area of managerial effectiveness - results which documented the superiority of a participative leadership system (System 4) over non-participative systems.

Although the researches conducted by Dr. Likert and his associates during the past two decades document System 4 as a near optimal style of organizational interaction and leadership in the business and industry sectors, the applicability of System 4 to a public school system had never been tested at the time he was approached on this subject in June, 1968. From the outset Dr. Likert was enthusiastic about the prospects of testing the System 4 model's applicability in this school system, but he was equally convinced that the process of moving the school system's interactive processes to the System 4 level would take a period of at least several years to execute due to the greater complexity of the school system's total human organization as compared to typical business and industrial firms' human organizational networks.

Perceptual congruence and expectation concerns affected the project throughout its operational period. For when the project became operational in April, 1969, it was perceived by our administrative staff and the consultive staff as a two phase proposition which would operate until at least January, 1971. The first phase was viewed as an administrative workshop phase devoted to clarification of the System 4 knowledge base, plus the collection and ultimate feedback of baseline interactive data on a system-wide basis. The second phase was perceived internally as an effort to convert selected experimental schools in the system into demonstration schools where System 4 prototype models would be established through the training and operationalization of change agent teams over a one year time period. The administrative workshop phase was completed in December, and the fact that attendance rarely fell below 90% of our principals and central administrators reflects the priority which our administrators attached to the project - particularly in view of the fact that three of the workshop sessions occurred on regular school days. The second phase of the project, however, was not implemented beyond the introductory stage, since BEPD rejected our proposed Year II continuation of the project in January. It, thus, became necessary to truncate the project's critical change agent team phase. This, in turn, produced a reduction in our central administrators' interest in the project, since it was felt that the resources and time required to establish demonstration schools - and thereby test the applicability of the System 4 model to the school system - were inadequate to accomplish this goal. It is now quite clear that the project's long run impact - both with reference to the results of the administrative training efforts and the change agentry efforts - cannot be effectively assessed unless follow-up studies of the school system's "post status" are conducted in the near future.

Another area of concern inhered in the status of the project as an Ann Arbor Public Schools' project, whereas the vast bulk of the project action was designed by the consultive team from the Institute for Social Research in liaison with me and the school system's steering committee. This produced tensions at times, since the physical separation and the functional separation of the two agencies compounded communicative issues.

A final area of concern emerged from the project's shifting emphasis, wherein a clarification and demonstration of System 4 was the primary focus during the workshop phase, interactive process analysis and conflict utilization became focal points during the project's change agent team phase. This shift of emphasis, although necessary due to the focus on change processes which characterized the latter portion of the project, tended to be demoralizing - since participants who were familiar with the System 4 knowledge base tended to have difficulty perceiving a valid interrelationship between System 4 and the dynamics of change as presented out of context to System 4.

The overarching challenge of the project, however, was simply the issue which Dr. Likert forwarned us of at the outset - namely: that a rapid transformation to a System 4 level of operations is an impossibility. As indicated in the body of this document, however, considerable progress was made - and that progress is even more remarkable when it is realized that it was accomplished during the course of only slightly over one year within financial limits imposed by a budget of only $45,281 in Federal funds, plus the added complications which were occasioned by finding that the planned Year II Phase of the project would not be funded. This latter crisis - non-renewal of the Year II Phase of the project - was partially resolved by the action of the Ann Arbor Board of Education in assigning $3,500 in local funds to project support, and by the decision at the Institute for Social Research to assume an equal share of project costs after

Federal funds were exhausted. Finally, the commitment of the Ann Arbor Education Association to the project was demonstrated when that organization voluntarily contributed $400 to create a fund from which to help defray costs associated with the in-service training of the change agent teams during the final months of the project. Such commitments, in all three cases, I classify as evaluative data of a most special kind.

In closing, I wish to express my sincere gratitude to our colleagues from the Institute for Social Research who helped us translate the project from the drafting board to actuality, and who are the authors of the substantive report which follows.

Ivan L. Bare, Project Director
Ann Arbor, Michigan
December, 1970

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I. INTRODUCTION

There seems to be little doubt that the forces at work in today's schools are moving public education into a crisis situation. Many inner-city as well as suburban junior and senior high schools have already experienced the disruption of normal school functions in the forms of student boycotts, actual violence among students and between students and faculty, teacher strikes, and intrusion from outside. There are some major cities whose school doors are chained and barricaded from inside against the would be disrupters.

The schools are under an almost unbearable cross-fire of conflicting forces, all demanding change. Lay citizens, universities, state legislatures, teachers, students, and parents are exerting great pressures upon the educational system as it becomes one of the battlegrounds for many of today's social problems. Some are saying, "cut out the frills in the educational program and go back to reading, writing and arithmetic." Others are asking for a more human approach to learning. While local communities are seeking ways to gain more control over what goes on in schools, state legislatures are moving toward a more centralized control over local educational programs. Students are demanding more relevance in the curriculum, a greater voice in decision making, and a greater sense of control over the shaping of their own futures and destinies. More and more students are becoming radicalized and prone to violence as a result of the frustrations they are experiencing in the rigidity of a system they cannot tolerate. Administrators and teachers demand transfers from school to school, and system to system. Many of them quit and leave the jobs for which they have been educated because the pressures are too great, the rewards too small and few in number, and because there is help nowhere in sight. The evidence of the need for educational change is overwhelming. However, the questions which remain unanswered are what direction should the change take and how can it be achieved?

With the present state of knowledge in the field of organizational change, it is clear that no one method or strategy for change can be successful in all situations. There is no one right answer; but rather a process must be created and developed which allows us to adopt various methods and strategies to differing situations and conditions. Matt Miles, writing in Change in School Systems, suggests four major change goals for school systems. These are: "...(a) increased internal interdependence and collaboration; (b) added adaptation mechanisms and skills; (c) stronger data-based, inquiring stances toward change; (d) continuing commitment to organizational and personal growth and development."[1]

The Ann Arbor Public School E.P.D.A./D. Inservice Project, hereafter referred to as the Ann Arbor School Project, attempted to work toward each of these goals. The major strategy used was the change-agent team model. This consists of the development of a group of individuals into an inside team whose responsibilities are; to diagnose problems, to generate alternative solutions, to design the strategies and activities to be used to make an intervention into the system, to implement that intervention, and to evaluate its effectiveness. The outside change agents (Center for Research on the Utilization of Scientific Knowledge) serve in a capacity to aid this inside team in accomplishing their task. The CRUSK staff, therefore, sought to: (1) develop and strengthen the interdependence of members of the school staff; (2) develop a collaborative process of working on the problems facing individual schools; (3) develop a continuing personal and team commitment to growth and organizational development; and (4) develop the necessary skills within the school team to be able to carry on the process of organizational renewal. The Ann Arbor Public School Steering Committee and the

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[1] Matthew Miles, "Some Properties of Schools as Social Systems," Change in School Systems, ed. by Goodwin Watson, Cooperative Project for Educational Development, NTL, NEA, Washington, 1967, p.24.

Administrative Workshops (a full explanantion of the steering committee and the Administrative Workshops will be given later in the text) were used more specifically to develop a system-wide commitment of organizational development through a collaborative relationship with an outside consulting change agent. Data collection devices were designed to provide the information upon which to base short-term, as well as long-term, change projects.

Since the school system first approached Dr. Rensis Likert[2] regarding the possibility of a project of this kind, it was logical that the concept of participative management would be central in the development of the project. Based on research conducted over the past twenty years, Likert[3] and his colleagues at the Institute for Social Resarch, have developed a theory for organizing the human resources of an organization. This theory has been derived from principles and skills used by some of the highest producing managers in business and industry. Likert has called the theory of management "System 4." Several studies conducted in business and industrial firms have yielded evidence which suggests that as the organization approaches System 4 in terms of managerial behavior, the productivity of that firm increases and its labor relations, job satisfaction and health of its members improve.

The general purpose of the project was to test a number of Likert's theoretical notions in a different kind of organizational setting--a public school system. More specifically, the objectives of the project were to test Likert's theory of management by diffusing a number of its principles throughout the school system, demonstrating and examining the relevance of some of its specific tenents through behavioral exercises, and measuring the effects of change interventions based on the principles of System 4.

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[2] Dr. Rensis Likert, Director, Institute for Social Research.

[3] Rensis Likert, New Patterns of Management, McGraw-Hill, New York, 1961 and The Human Organization, McGraw-Hill, New York, 1967.

In order to accomplish the general purpose of the project, these objectives were set forth:

1. To measure the overall organizational climate of the school system by identifying the existing relationships and perceptions that exist among administrators, teachers and supportive personnel in the school district.

2. To familiarize the school system's administrative staff with the concepts, techniques, and applications of participative management theory in the education field through the medium of three two-day workshops.

3. To develop change-agent teams to work in three schools. The teams were to be composed of school faculty members, school principals and central administrative representatives. The teams would attend three-hour Planned Change Seminars once a week for fifteen weeks that would focus upon (1) skill development in interpersonal relations and small group processes; (2) team building and organizational change; (3) the development and designing of a change project at each of the participating schools; (4) the skill development necessary for each of the teams to implement their planned change projects.

4. To carefully document in a chronological fashion what happened during the project's duration in order to learn from the project and to develop a model for extending the scope of the project during Year II.

II. OPERATION OF THE PROGRAM

1. Planning

It should be stressed that this project was very much one of collaboration between the Ann Arbor School System and the staff at the Center for Research on the Utilization of Scientific Knowledge at the Institute for Social Research. The original proposal was written by the school system and initial funding commitments were also made directly to them. It was only after funding was assured that the school system approached CRUSK for help to implement the project's design. After several meetings were held between the school system and CRUSK, it was decided to scale the project down in terms of the number of schools to be involved, and the depth of work to be carried out in the schools which did participate, given the amount of money and time allocated for the first year's operation.

However, once the final design was agreed upon by EPDA, the Ann Arbor School System and CRUSK, it was implemented with a few major changes throughout the year of operation. These changes which had major effects on the outcomes of the project will be discussed later.

2. Resources Utilized

Various resources were utilized from within the school system, as well as from without. The main group utilized from within was the Steering Committee. This group was formed during the first weeks of the project. It was an appointed committee and included the following personnel: the superintendent and assistant superintendent of the school system, the director of research, the director of grants (who also served as the project director for the school system), a principal from each of the three levels of schools, elementary, junior high and senior high, and the executive secretary of the local education association. The co-project directors from CRUSK met regularly with the group. Often other CRUSK staff members attended these sessions.

The Steering Committee was designed to serve several important functions. Among them were:

A. Serving as the communication link between the CRUSK staff and the school system;

B. Providing overall direction for the project; and

c. Aiding in the design and implementation of the training segments of the project.

During the first six months of the project the steering committee served a particularly useful function working closely with CRUSK consultants. Together they planned, designed and implemented three administrative workshops, planned and implemented a presentation of the project to the Ann Arbor Board of Education, exchanged relevant information and learned from one another. Without this kind of commitment and support from the steering committee, the CRUSK consultants would have had great difficulty in getting the project underway.

During the latter half of the project, however, there was not as close a collaboration between the school steering committee and CRUSK consultants as there had been before. All members of the steering committee were overloaded with the increasing demands of keeping a public school system in operation during a period of local and national crisis in public school education. CRUSK consultants were also busy trying to meet the demands of other projects as well as that of the Ann Arbor School System. Meetings were held less often and CRUSK consultants did more of the planning and making of decisions about the project.

A second group, outside of the school system, served in an advisory capacity during the project. Its membership was comprised of senior researchers and training experts from the Institute for Social Research (ISR).[4] They were of much assistance in critiquing the workshops for administrators and the developmental work on the overall design of the project.

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[4] Rensis Likert, Stanley Seashore and Floyd Mann were the members of the Advisory Committee.

Throughout the duration of the project, a number of other individuals joined hands with the CRUSK staff to help implement the study's design. For the most part, these individuals were CRUSK employees who were assigned to other projects. Their generous assistance at crucial times, especially early in the project when the project staff was not yet complete, added significantly to the successes the project can claim.[5]

Dr. Rensis Likert, Director of ISR, was of considerable help from the inception of the project to the completion of the administrative workshops, at which time other commitments took him out of the country. He appeared at two of the administrative workshops. During the first one he presented his organizational theories to all of the administrators in the Ann Arbor School System, explaining participative management (System 4) and its positive effects upon organizational climate and output when applied in industrial and business settings. He carefully suggested ways in which these same theories were applicable to a public school system, taking much time to answer the questions that were asked of him by interested administrators. There were numerous other times when CRUSK consultants went to him for consultation about some aspect of the project. His assistance and vast knowledge were critical in the operation of the Ann Arbor School Project. Much of the credit for the possible achievement of any of the objectives lies with his interest and generosity.

Results of the Use of Resources. The results of tapping the resources mentioned in the foregoing are difficult to assess. However, suggestions, comments, and ideas from experienced personnel certainly tended to broaden the scope of the design and sharpened the implementation strategies. For instance, it was very helpful for the project staff to have to provide a rationale for workshop designs to both the steering and the advisory committees prior to the implementation of such designs.

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[5] The project staff is especially grateful to Steve Iman, David Todd, Jeanne Hurley, Roslyn McClendon, Sally McElroy, Perry Cunningham, Elizabeth Markowitz, Marilyn Kolton and Lou and Carol Piotrowski for their volunteer services in helping to carry on the project's design.

Other people who volunteered brought other perspectives to the project. One person was a regular employee with the Business and Industrial Division of CRUSK and had worked with the implementation of the Likert's System 4 in the private sector. Another brought the perspective of a former teacher now studying journalism in graduate school. Another brought the experience of several years as a school principal. Still another was completing his degree in clinical psychology and was working with a school system in another CRUSK project.

All of these people from different disciplines helped to improve the quality of the project and sometimes directly aided in the training events. This interdisciplinary approach can only be measured qualitatively and documented by the subsequent alterations of design (as a result of the inputs of these outside resources) of several of the workshops and other training activities.

Critical Comments. One of the problems of the project was the availability of competent staff members who could work on a regular basis on the Ann Arbor School Project. From the beginning of the program until the end of May, only the co-directors and a secretary were assigned to the project and then only on a part-time basis. A third staff member was hired in June and a fourth person in September. From that time until the beginning of the change seminar, January 15, 1970, the staff consisted of two and one-half full-time positions, plus two volunteers who worked quite regularly with the project during that period. With the commencement of the change seminar, one of the volunteers who had been working with the project and one other person were hired on an hourly basis.

Intertwined with the problem of availability of potential staff was the problem of inadequate funds. Because of the lack of funds, no one was hired full-time on the project until February 1970, when the assistant project director was advanced from half to full-time. Most of the staff members were on quarter or half-time, which meant that they were also being supported by one or more other CRUSK projects.

The problem of inadequate funds was particularly troublesome when the project staff was unable to reimburse highly qualified individuals for their professional assistance to the project. There was also considerable hesitancy on the part of the regular CRUSK consultants to impose on their colleagues for help for which there could be no financial compensation.

A third related problem had to do with bringing new persons on board in order to fulfill training or documenting responsibilities for a particular event. Much time was required to brief a consultant new to the project to fulfull a necessary function or role for one event in an on-going project.

The problem of lack of experienced staff members was not an easy one to find solutions for. Much time was spent at CRUSK during the spring on this difficulty. A closely related project was able to locate some potential staff members who would be available on a day-by-day basis. Consequently, there is now a small pool of graduate students, who are available for appointments on a part-time basis to a project like the Ann Arbor Public School Project.

News of the lack of funding for Year II had a very negative effect upon the project. Consultants and participants were well into the change seminar and the development of change projects when that news came. It meant that there was no way to continue work to which many were very committed beyond a good beginning. This greatly affected the morale of consultants, school system personnel and participating school building personnel.

Even though the scope of the project was curtailed, the funds were insufficient to complete the first year of operation. The CRUSK staff had to approach the school system and their colleagues at CRUSK for additional funds to complete the first year of the project. With an increased amount of funds for the project, a portion would be set aside for consultative services, and released time for school system personnel.

Before leaving the subject of inadequate funds, the effort made by the participants in the change seminar must be mentioned. A total of 25 people were enrolled in the change seminar, which met for three hours a week for 14 weeks. The average attendance for all the sessions was almost 85 percent, or over 20 persons per meeting. The change-agent teams met at least an equal amount of time outside of the seminar sessions. The Michigan Education Association, through their local unit, provided one and one-half days of released time for all the teachers in the project. Each of the seminar sessions were held after school in the evening and, outside of the MEA contribution, the participants were there on their own time. An estimate of the amount of time spent by each of the participants in the change seminar would be roughly 125-50 hours.

3. Participants

Selection Process for Administrator's Workshop. Since the first group of participants were all line administrators, there was no selection problem. This group included the superintendent, the assistant superintendent, and all of the building principals in the system.

Critical Comments. The degree of interest in the administrative workshops by the administrators of school system was evidenced by a declining number in attendance as they progressed through the three workshops. The delaying of the third workshop, which was postponed three times, may have been further evidence of the place of these workshops on the administrators' priority lists.

There were plans to have the members of the central administrative staff serve as communication links to each of the three change-agent teams. Three names were supplied to the CRUSK staff from the school system to serve as these link-pins. One of them, the project director for the schools, attended almost every session, while another came to two sessions and the third never attended.

The interest of the other participants in the change seminar was extremely high, as shown by the attendance figures provided on page 10. Their dedication and hard work certainly serves as one of the highlights of the project.

However, the volunteer or quasi-volunteer system used to select the members of the change-agent teams proved to be a handicap in that the teams were not really representative of the school staffs. The process brought together persons with vastly different motives, only some of which were directed toward a genuine interest in changing their respective schools.

In summary, two of the most critical issues in the implementation of the project have been identified. First was the meager amount of interest and support from the central administrative staff. That is not to say that the project did not receive the support of the superintendent, but others, down the line, did not commit themselves to serving the linking-pin function which was so important to the success of the change-team operation. The members of the change-agent teams were very aware of their absence during the change seminar. (See the documentation of the change seminar in Appendix II for more information on this subject.)

The second issue, which proved to be crucial when it came to implementation of the change project by the school teams, was the selection process for change-team members. There seemed to be a very direct relationship between the actual accomplishments of the team and the selection process. The team that was elected tended to maintain close contact with their constituency and made the greatest impact upon their school. The less formal the selection process was, the less the contact with their constituents and the less the impact of the change projects.

If the change-agent team model were used again, particular attention would be given to the selection process in the schools. The teams would only be selected following preliminary work in the schools by consultants. The importance of the team being representative of the school staff, and that the lines of communication between the representatives and their constituents being maintained cannot be over stressed. The further the team gets from the school staff, the more difficult the problems are for re-entering the subsystem to implement their change projects.

The participants during the first year of the project were administrators, teachers, and supportive staff. It had been the hope of the project staff that a greater mix of the school community (parents, students and operational personnel) would eventually become involved in the project. The staff certainly sees the involvement of students, especially at the secondary level, as an important part of any future plans for the project.

The project schools were selected using the criterion of the children from low socio-economic homes in the schools' student body. Those with the highest percentages were given top priority. There was also a high percentage of black children in these schools. Five of the six qualified for E.S.E.A. Title I. funds. Three of the six elementary schools in the project were located in the inner-city and three were located on the outskirts of Ann Arbor. There are only four junior high schools in the district, three of which were participating in the project. None of the four differ significantly in regard to the socio-economic characteristics of the student populations.

4. Staff

The basic CRUSK staff included co-project directors, an assistant project director, an assistant in research and a secretary. From time to time other people served as staff members, but at no time did the group exceed a total of seven people. Staff members had training and experience in the areas of change agentry, education, industrial psychology, statistical measurement, clinical psychology, organizational psychology and journalism. These areas, supplemented by the school system personnel, provided a large repertoire of skills from which to draw. Thumbnail sketches of CRUSK members are located in Appendix V.

Critical Comments. With a staff of only seven people, who proved to be quite compatible throughout the duration of the project, it was not difficult to maintain a high level of involvement. There were specific times when the staff's morale was particularly low (see the documentary report of the change seminar in Appendix II). There were also times that other projects took staff members away from this project. But, overall, the total staff worked very well together.

The fact that the staff had to ask other colleagues to work, especially in the administrators' workshops, did cause some problems. Often it was difficult to get enough training staff. The more serious problems, however, occurred with the documentation. It was necessary to borrow documentors from other CRUSK projects for these workshops. Much of the work was of mediocre quality, which was not completely the fault of the documentors, but mostly due to their short period of availability. Consequently, some of the documentation of the three workshops for administrators is inadequate and not well organized.

The above paragraph alludes to the problem regarding the training staff-participant ratio, especially in the same three workshops. At that time, the project staff was very dependant on professional help from other people. It was difficult and took inordinate amounts of time, but complete staffs were present for each of the workshops.

The problem of inadequate funds was already discussed above and does not need repeating here. However, the administrators' workshops did focus the staff's attention on the problem of documentation without a specific person being assigned that task. One of the staff members was given the assignment of documentor for the change seminar to prevent the problem from re-occurring. This worked very well. In the future, a documentor should be a regular member of the project staff and full effort be put into that task.

5. Administrative Workshops

The project design called for three two-day administrative workshops to be conducted over the first six weeks of Year I. These workshops were to serve as both an orientation program and an entry into the Ann Arbor Public School System. All of the approximately 45 administrators in the system were to be involved in the three workshops, including the superintendent, central office administrators, and building principals.

The general objectives for working with this group were:

1. To familiarize them with the general objectives of the study;
2. To familiarize them with the general concepts and techniques of participative management theory and to begin to explore its application to organizational problem solving in the field of public school education;
3. To share with them perceptions of how teachers perceive certain areas of the Ann Arbor school system generally, and their own respective school environment specifically;
4. To involve them in the feedback of data based upon their own perceptions of the organizational environment in which they worked;
5. To bring about increased sensitivity to problems concerning the AAPS and new ways of dealing with those problems;

6. To establish a good working relationship between them and the CRUSK consultants conducting the study;
7. To gain the kind of support and enthusiasm for the study that would enable both the consultants and the school system staff to implement the project design to the fullest extent possible.

The procedures for carrying out these objectives were planned as follows:

Workshop I. The overall purpose of this workshop would be to explain the project's objectives, to explore some of the key concepts in Likert's System 4, and to introduce examples of some of the behavioral exercises that would illustrate the developmental work to be carried out during Year I. The need here as seen by the ISR consultants was to unfreeze the administrative family, to open up communication around project objectives, and to orient all administrators to the kinds of activities that would be experienced by participants (individuals and subgroups who were to be closely involved with the project).

At the completion of the workshop a questionnaire was to be administered to all participants. The questions asked were oriented toward identifying the relevant characteristics in the school system environment which reflected Likert's approach to measuring managerial climate. (The results of the questionnaire are discussed in the Evaluation section of this report.)

Workshop II. The general purpose of the second workshop was to be to help the administrators look at their own organization along the dimensions of climate, communication structures and practices, leadership effectiveness, etc. Two sets of data were to be used for this purpose. One was to be based on the perceptions of the administrators themselves. Another set would reflect perceptions obtained from teachers working in the school system. From these feedback sessions various problem areas were to be surfaced. Specific objectives aimed toward further diagnosing and working toward solutions of those problems were to be developed by the participants. Various approaches to problem-solving procedures would be introduced by consultants and practiced by participants.

Workshop III. The general purpose of the third workshop was to explore at some depth various ways of organizational problem solving in areas where there were conflicting ideas and/or disagreement among school staff. The administrators would have an opportunity to try several problem-solving methodologies, working in various subgroupings around real issues, to gain skill practice and to think through the implications for change in organizational behavior that would be seen as meaningful and feasible for the Ann Arbor public school system.

The consultants were confronted with several major problems in the implementation of their work with the administrators which had a negative effect on the entire project. The first critical problems to arise were those of the amount of funding and the timing of the grant in respect to the Ann Arbor public school calendar. The project was funded at about one-half the money requested. The project was scheduled to begin in January of 1969. Funds were not granted, however, until late March, and the project could not officially get underway until April. (Ann Arbor public schools close between the 8th and 12th of June.) This did not give staff the optimum amount of time to make an impact upon the system prior to summer vacation. In addition to the amount of start-up time in the system being limited to three months, these are very hectic months in the school year. By January of any year during these critical times many of the conflicts in the school system are building toward confrontation and/or disruption. In Ann Arbor, racial tension, student unrest, and school-community conflict were becoming more evident and creating tremendous pressures on all administrators to focus all their available time and energy on the day-to-day operation of the schools.

The project design called for extensive data collection via the administration of questionnaires in all the schools, before beginning the administrative workshops. This was extremely important since the consultants wanted to feedback data to the administrators that would identify the nature of the existing relationships and perceptions of organizational climate, communication patterns, etc., that existed among administrators, faculty members and supportive personnel in the system. The consultants wanted to have a profile of each school available to the building principal along with the mean for the system. Thus each principal could begin to see his own building situation in relation to the total system as a beginning step of the diagnostic phase of the project.

Our first workshop was not held until May 1969. The second was not scheduled until June. It was anticipated in adapting to the new time schedule, to hold the third administrative workshop in August. This would have permitted the change seminar to begin early in October, and the implementation of change efforts in the selected schools to get underway in January of 1970, allowing all of the second semester for the completion of that work.

As it was, there were not enough administrators back from summer vacations to warrant holding the workshop in August. Also, at this time the CRUSK consultants became concerned with the validity of the diagnostic data which had been collected from the schools several months earlier. Their own direct observation of organizational climate, communication patterns, decision-making procedures and peer support in the first two workshops caused them to doubt the rosy picture presented by the analysis of questionnaire data.

In a joint meeting of the AAPS steering committee and the ISR consultants a decision was made to delay the third workshop until sometime in October in order for further diagnostic work to be done by the CRUSK staff. Further scheduling difficulties made it impossible to hold the workshop before November. During September and the first half of October, CRUSK consultants attended, observed and recorded all major meetings in the system in order to learn more about how the organization was operating. They attended Administrative Council meetings, Executive Committee meetings, Board of Education meetings and an administrative weekend retreat that had been called by the superintendent which was held the first weekend in October. This gave project staff a much better diagnosis of the system, its organizational strengths and weaknesses. (A summary of this diagnosis appears in the Evaluation section.) The third workshop was then held November 6 and 7, which completed the major work with administrators.

Following is a brief summary of the three workshops as they were implemented:

Workshop I.

The learning model that was used in all three workshops, and in the change seminar was initially explained and consciously practiced during a series of micro exercises the first morning. The model utilizes exercises that are designed to help participants experience specific concepts. After the behavioral experience, conceptualization takes place either through a lecturette which helps participants to understand at a cognitive level what they have just experienced, or through a conceptualizing discussion by the participants with the help of an instructor. The third step in the model is to generalize the concepts via discussion, a written paper, etc., to other behavioral situations the participants might be experiencing in their daily lives. The fourth step of the model is to practice the behavioral skills derived from the conceptual content until they have become internalized as a part of the participants' repertoire.

The conceptual content of that first morning focussed primarily upon the forces that influence the interaction processes between two or more persons; the influence of various interpersonal relationship patterns upon the organizational climate; and listening and communicating skills.

The activity was carried out in an informal setting with coffee and rolls available. Most of the administrators responded to the informality and the content of the morning by becoming quite relaxed, open and receptive to what was to follow.

In the afternoon a simulation exercise was used to help administrators learn more about small group processes, particularly in the area of leadership skills, and group decision making. The results of the simulation gave strong evidence that decisions made by groups were far superior to the decisions made by individuals.

Generally the administrators left at the end of the first day tired, but in good spirits. Many expressed excitement and enthusiasm as they looked forward to the next day.

The second day of the conference focussed upon the major concepts of Likert's System 4 pattern of management and how System 4 differed from Systems 1, 2, and 3. Dr. Likert joined the group to explain his theory and to clarify its relevance to the Ann Arbor school system. At this time, school system wide data were fed back to the administrators which showed the range of management patterns being practiced in the Ann Arbor schools. These were compared to similar data collected from 400 schools in New York State. The administrators were very attentive to Dr. Likert during his presentation and asked many questions during the question and answer period that followed.

This workshop ended with an exercise in small groups designed to help them gain more practical knowledge of what was meant by participative management. They focussed upon specific problems in the Ann Arbor school system and then created hypothetical solutions using first a System 2 organizational method and then a System 4 method.

At the end of the session the administrators felt they had a good grasp of what the project was all about. A lot of support for the project was raised by many of the administrators and the results of the post-workshop evaluation were quite positive. (See the Evaluation section.)

Workshop II.

Since the objectives for the second workshop were diagnostic rather than problem-solving oriented it was necessary to clarify those expectations for the administrators at the beginning. This was done by one of the co-project directors in a brief introductory statement which cautioned against expecting to arrive at solutions to problems at this time. It was explained that the idea was to better understand how the school system was presently organized and how effectively it handled its operational problems. The third workshop would then focus on conflict management and action strategies for change according to a redefinition of organizational goals and priorities.

Originally, the plans for this workshop called for a presentation of data collected from teachers, principals, and central office administrators in the Ann Arbor school system. These data would include perceptions of what the schools were like now, and how they would like the schools to be along six dimensions. The dimensions were: leadership styles, character of the decision-making process, character of communication process, character of goal setting, opportunities available in the schools for achieving individual professional goal priorities, and the character of the interaction-influence process.

While these data had been collected from the system, they had not all been analyzed in time for the workshop; therefore, plans had to be revised. It was decided to use data collected from the administrators, and from one elementary school in the Ann Arbor system which showed a wide range of responses. These would familiarize the administrators with the instrument, and give them an idea of the type of data return they could expect from their own schools. It was also decided to show them data collected from a New York school system for comparison purposes.

The data from the Profile of Organizational Characteristics questionnaire that the administrators had filled out at the end of the first workshop showed that they believed the system to be at that time, at approximately a System 3 level. System 3 in Likert's management patterns is a consultative type management style. This means that the "manager" makes the decisions after consultation with individuals and sometimes with small groups. For the most part, however, the relationships in the organization between supervisors and subordinates tends to be on a one-to-one basis with a low level of information sharing within the total organization. While the questionnaire data indicated this was the way the administrators saw their organization, it also showed that they would prefer to see the organization operating at a System 4 level (i.e., participative management style with an interaction-influence network of small groups). Within each of the six categories previously mentioned there were slight differences in the range of System 3 in which various items fell.[6] For example, item number 7, an item on the accuracy of upward communication, was at a higher point within System 3 than most of the other items. (These data are more fully interpreted in the Evaluation section.)

Another questionnaire administered at the same time dealt with administrators' opportunities in their professional work and the personal importance of having various opportunities available. Both principals and central office administrators saw as important to them "to make full use of my present knowledge and skills" and "to grow and learn new knowledge and skills." They felt, however, that while these were most important there was not a great deal of opportunity for achieving these in their positions.[7] A further discussion of these and other items can be found in the Evaluation section.

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[6] Profile of Organizational Characteristics - Means for Administrators, Evaluation Section, page 58.

[7] Profile of Organizational Characteristics (Importance-Opportunity), Evaluation Section, page 61.

After the data had been presented the administrators were then divided into small groups, each group being composed of representatives from different role categories in the organization. Each group was then assigned one of the categories from the questionnaire results as a topic for discussion. They were instructed to examine the data for a better understanding of how the organization was operating in the category assigned. For example, one group discussed the character of communication processes in the organization, referring to the data and to discussion guidelines that had been given to them. The guidelines were: (a) What concrete behaviors, conditions, or problems are reflected in the data? (b) What different conditions, if any, within your topic would make the organization more effective and make life in the organization better? (c) What obstacles, policies, attitudes, etc., seem to work against bringing about these better conditions? (For examples of topical group discussions see Appendix I, page I-13.)

After a general session in which the topical groups shared with one another some "process observations" of their discussions, they were divided into still another type of sub-grouping. They were asked to form relevant role groups (i.e., elementary principals from certain districts, secondary principals, central office personnel, superintendent, assistant superintendent and special assistants). The discussions in these groups were to focus upon "What does the information surfaced by the data and the discussions in the other groups mean for me in my role, according to my experience in this organization?" (For an example of a role group discussion see Appendix I, page I-16.)

The problems that were discussed in the different role groups were similar. Some of them were:

- We don't have enough time to do all we have to do.
- We don't know what our roles should be. Roles in schools are changing, we need to redefine roles and functions.

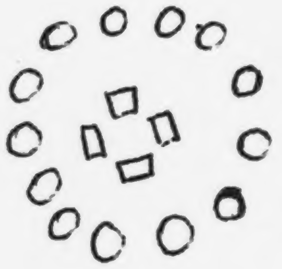
- There are so many conflicting pressures on school administrators today - from different factions within the community, the students, faculty, state legislature, etc.
- We are always fighting fires - no opportunity for long-range planning; no chance to handle routine matters.
- Not enough money.
- Over-crowded conditions.
- All the decisions are made at the top.
- Poor communication mechanisms and procedures. We never have any information about anything until it's too late to make a difference.
- Superintendent has many pressure groups to deal with, both from within the schools and the community.
- Superintendent's hands are tied by the Board of Education.
- Superintendent is open to suggestions and criticisms - you can talk to him.
- No matter how pressured we are or how hard we are working we know the superintendent is working just as hard and is just as concerned. He has the whole school system to worry about.

The last task of the day was for the groups to identify who they would need to approach in order to further diagnose the organizational problems of the school system. "Who would you need to confront? Who would you request help from? Who would you want to discuss issues with in order to get more information? Who would you want to share information with?"

It was a difficult task and one which all of the small groups avoided as long as possible. Eventually, however, lists were made of people who ought to get together for further diagnostic work. The project staff then used the lists in their planning of the next day's activities.

The second and last day of the conference was spent in both small and large group discussions around problem issues, problem redefinition, and brainstorming goals for change.

The day began with a general session which utilized a fishbowl design. Such a design calls for a small group working on a task in the center of a larger group of participants who are observing but not taking part in the work of the small group. Later, the observers may be called upon to feed back their observations about what they saw happening in the fishbowl to the group that was working on the task.



In this instance members of one of the role groups were confronting the superintendent and the assistant superintendent for instruction with their their problems.

Recurrent themes throughout the exchange between the role groups and the superintendents was requests for relevancy, clarity, better communication around decision-making and support. One feeling expressed by principals was that too much time had to be spent on trivia. "Principals want to be where the action is" (where decisions that affect them are getting made) and are not sure that they are. There appeared to be a great deal of confusion around the amount of decision-making power different groups had such as the Elementary Council, Executive Committee, etc. Principals were wanting to know "Where are we making decisions and where are we making recommendations? Often we are asked to decide something - to work long and arduously in order to make a decision. We do this, pass the decision on up to the superintendent and later find a different decision was made. It looks as if what we did wasn't even considered. All that work was a waste of time."

The superintendent clarified this by responding to the group with an explanation that such groups were advisory to the central office and to the superintendent. The board holds the superintendent accountable. He has the most information about the total school system. He must consider all the subparts of that system and make the decisions on the basis of what's best for the whole organization. That means that sometimes he must veto a decision that has been made at a lower level.

The principals responded to the superintendent with a great deal of support and understanding for the pressures upon him. They requested better communication procedures. "If you find you have to override something we've decided, come to us and find out if we understood all the factors involved before we made our judgment."

The need for support was expressed on all sides. The superintendent felt as if he had an "in-basket and not an out-basket." The principals were concerned about not having the power that the teachers have as a negotiating group. They felt ineffective and unable to get things done.

One question asked over and over again and never answered was "Is there anyone who has a clear understanding of the respective roles to be performed in the system? Some of these issues may turn on each knowing what the other is expected to do and is in fact doing."

Underlying many of the problems expressed was a recognition of the external changes that were affecting the internal functioning of the school system. "Teachers and parents are asking for more authority and are taking it. Principals no longer have the authority they once had. The superintendent must function differently because of changes in the community. It's time for us to move and say we better function differently...We're hamstrung by the board. We are just hanging on - removed from the job of education. Maybe the teachers' organization is moving into that role, they're the only ones who can do so at this time. We can't continue to operate on outdated rules. We have to build a support system and a better communications system."

Internal problems included lack of planning, inability to organize and allocate work effectively, and practices that perpetuate problems rather than solve them. "We only do things at budget time...We need to make responsible decisions rather than forced decisions." "We've made some attempts within Council to solve some of those problems. We've appointed subcommittees... to talk about some issues. One reported back to us a list of recommendations for changes in the stock room and we then raised the question, are these now on the stock list so we can order them? And nobody seems to know anything about them. We get this feeling that when we've taken this kind of step to economize efforts, it sort of disappears." "If the practice is, that if you don't like a decision, you go higher to override it, people will use that technique... The only thing that commits us is practice."

There was a great deal of openness in expressing feelings. The issues raised were highly complex and there was not time to go into them in depth. As a result, communications in the group were in some ways hindered. Incidents from the past, which presumably were intended to give concrete illustrations of the problems involved, were frequently used defensively. Responses were sometimes counter-illustrations defending another point of view rather than elaborations indicating understanding of the point being made. However, some member of the group usually directed the discussion back to the earlier issue. "Don't ask us about things on which we are not competent to make a judgment..." Total group response, "NO." "I'm not talking about implications...I want to get clear where we stand on different perceptions." "I guess the issue at this point is not what ought to be the proper process, because that is a debate in itself, but the issue is when the process is changing, we want to know."

The rest of the day was spent in small group meetings that had been planned by the project staff according to the lists that were made by participants the previous day. In addition to these, several participants volunteered to function as observers in the various groups and then to report back in a total session at the end of the day what they had seen happening. In this way everyone would get a feel for where various groups were on different issues as well as a conceptual integration of both the process and the content of the day's events. This group of observers became known as the synthesizers. They took the task very seriously, getting together initially to plan who would cover which group and later to plan their presentation to the general session of participants. As the day progressed and the sythesizers observed the openness and honesty with which many participants were sharing, confronting, discussing, and trying to redefine issues and problems, they became concerned with group morale. How could the synthesizers make certain in their final presentation that people didn't leave with the feeling that nothing is going to change, that they had opened themselves up for nothing? "Surfacing on solutions could be depressing to say the least." What kinds of interim inputs would give the total group some sense of support? The presentation would need to include implications for change and alternative ways to approach bringing about change. This would set the stage for the third workshop.

As the group of synthesizers met in their final planning session there were also some doubts expressed about eventual outcomes. "One of the problems the total group faces is that change is not academically respectable." There was some doubt as to whether "it was even possible in view of the bureaucratic nature of the public school system." Another concern had to do with the amount of commitment to action required on the part of many people who are already overloaded. One member of the group expressed concern over the weight that was being given to power. The response was that the problem with the concept was the common misperception that there was only so much power that had to be divided up and parceled out to people. If one gets more, someone else gets less. No one seems to understand that power does not come in a limited quantity which can get used up.

The synthesizers stated that it seemed clear that the overriding issues were the same in all groups. They had been surfaced during the morning fishbowl, and further discussed in the different groups during the afternoon.

There was more discussion in the general session during the wrap-up of the workshop around several areas of concern. These were:

1. Decision making vs. accountability; the majority of the group wanted to move toward System 4 as a change goal, but they were concerned about sharing decision making beyond those roles that were held accountable by the authorities in the system. Examples of this concern were: (a) How could a building principal share decision making with his faculty in those areas where he was held accountable by the superintendent? It was complex in that he did not really have the authority to fire teachers if they did not live up to the accountability he might place in them. The teachers' association had more power than the principal. (b) The superintendent is held accountable by the Board of Education for the educational quality, school-community relationships, management of the budget, long-range planning, and the day-to-day operation of the school system. How could he then risk sharing the decision-making with others whom he felt would not share the same degree of risk as did he?

2. Role clarity; everyone agreed that there was need to reexamine and redefine roles and functions within the system. There was a general feeling that expectations around certain roles (principal, superintendent) has already changed. The natures of many of the roles in the system were changing as a result of the changing nature of the society and its impact upon the schools. People in those roles had not had the time and opportunity to think through and therefore direct some of the changes. Perhaps more initiative and direction could be taken in shaping and redefining roles and functions to more nearly meet the demands of the times.

3. A positive note was struck by a number of administrators in looking toward the work and process of the various councils in the system. They felt better use of time spent in these meetings could be planned and implemented as a result of what they had learned in the workshops. Some principals felt the same thing applied to faculty meetings at the building level.

One of the co-directors of the project summarized the work of the two days and provided some continuity to the third workshop by restating the primary objectives as; (1) opportunity to look at some different approaches to organizational problem solving, (2) looking at alternatives for restructuring the organization, and (3) gaining some skill practice in small group interaction, organizational problem solving, communication processes, etc.

Workshop III.

The focus of work for the third administrative workshop was around organizational decision making and problem solving. The content included; (1) diagnostic feedback to the administrators from the CRUSK staff about the effectiveness of their organizational functioning, (2) theory and skill practice around alternative organizational structures, (3) decision-making processes, problem-solving procedures, small task group processes, and (4) conflict management and utilization.

This workshop was also task oriented, the task being both real and vital to the project itself. It also provided a vehicle through which the administrators could learn and practice new organizational decision-making and problem-solving skills. The administrators were to develop the criteria for selection of project schools and to actually make the selections according those criteria during the two days of the workshop.

The first morning was spent in a general session of all administrators. One of the members of the Ann Arbor school steering committee, an elementary principal, opened the session with an historical review of; (a) the overall objectives of the project, (b) the first two administrative workshops, and (c) the objectives for this third session.

One of the co-project directors spoke briefly about the process by which the workshop objectives would be achieved, stressing three major points: (1) Task, and the process of achieving that task are equally important. While the decision to be made (the selection of project schools) might not be as relevant to everyone present as it was to some, the process of arriving at that decision would be directly relevant and equally important to everyone. The CRUSK staff hoped that everyone would become as involved in the task as if the decision itself was vital to his own operation. It should be kept in mind how this process and these sets of skills could be applied in each participant's situation. Hopefully, an opportunity would arise during the three days for each to work on his own personal-professional issues. In any case, such transfers can be made if immediate attention is given to them following this intensive period of work. (2) Breaking old work behavior patterns and establishing new ones often creates frustration before it creates results. Some frustration produces learning; too much is immobilizing. If a person knows he's likely to become frustrated and understands the cause of these feelings, he is better able to handle them and to more easily gain the learnings sought than otherwise. An analogy to learning to speed read was given which explained that in both cases old patterns must be broken before new ones can be learned. (3) The administrators were again reminded of the learning model that was being used - experience, conceptualize, generalize, and practice.

The other co-project director and one of the other CRUSK consultants then presented a brief and general feedback of the diagnosis of the organizational health of the system that had been made by the total CRUSK staff as a result of questionnaire data and direct observation of all important administrative and school board meetings held during the two months immediately preceeding the workshop.

The issues that were presented and about which there was much discussion were:

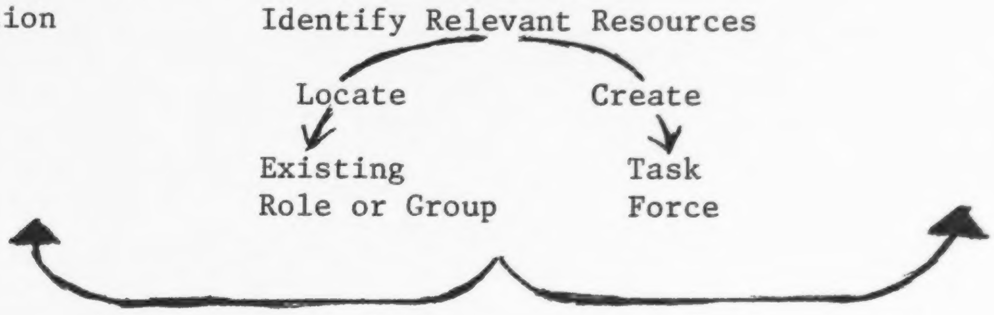
1. There is little institutional support for decisions that are made, i.e., shared responsibility.
2. Little systematic priority setting and filtering of issues, no feedback systems, too much overload.
3. No "final authority" at different levels of the system. All can be channeled "up." Even the superintendent has no "real" authority. His decisions have to be approved by the board. The Ann Arbor Board of Education is extremely active and powerful. In fact, it is far too actively involved in administrative decision making having veto power on almost any decisions made in the system.
4. Absence of mechanisms and climate for dealing with crisis.

The CRUSK consultants then presented an alternative problem-solving and decision-making model that was based on the following specific concepts:

1. Differential (not monolithic patterns of decision making)
    a. level of decision
    b. existing role definition and policy
    c. time constraints
2. Institutional support for decisions
    a. representative involvement and adequate concern
    b. agreement on policy and role definition
    c. trust and support and post-decision evaluation and planning
3. Means for priority-setting and filtering
    a. policy and role definition re: some kind of decision (evaluation)
    b. mechanism for assigning priorities on other issues and
        1) channeling to appropriate area
        2) developing appropriate task force, commission, new structure, etc.

ABC MODEL OF PROBLEM SOLVING

	A	B	C
NATURE OF THE PROBLEM	Assigned Issue	Unassigned Issue Adequate "Lead Time"	Crisis Issue
LOCUS OF ACTION	Existing Task Group or role	Representative Body	Existing Task Group or Role
BASIS FOR ACTION	Policy & Role Definition	Adequate Representation System Sanction/Support Procedures For: 1) Setting Priorities 2) Identifying Resources	Mutual Trust and Understanding Support for Action with Post-Action Evaluation & Planning
TASK	Draw on Resources Implement a Plan of Action Accept Evaluation	Set Priorities Specify Objectives Define the Task to 1) Gather Information 2) Make Recommendations 3) Solve the Problem Identify Relevant Resources	Implement Action Obtain Post-Action Evaluation & Planning



The three vertical columns of this model refer to the types of issues or problems that need to be solved in an organization such as a school. The first, or A column, represents a problem which has already been assigned to a task group or role. For instance, the principal of a secondary school wishes to meet with several teachers regarding a future meeting with parents about some complaints. He assigns the task of selecting these teachers to the assistant principal with whom he discusses the nature of the complaints and some of the teachers he believes should be selected. The nature of the problem is of the assigned variety and the locus of action is a role person. He has the authority, by virtue of his role in the school building, to be able to carry out the task of solving the problem. The principal has already volunteered himself as a resource and the assistant principal may yet seek other resources before making the final selections. He makes the selctions and the meeting is held. The session with the parents ends in failure and the principal is dissatisfied with the assistant principal's selection of teachers.

Moving to the B column, it states that the issue is unassigned, but there is sufficient lead time. The same example can be used. Instead of assigning the task to any one person, the principal takes the problem to the school action committee. This is a group of faculty and supportive staff members elected each year to manage school affairs. It has full support and sanction of the school system as a decision-making body. The principal serves as a voting member of the body. It has developed procedures for dealing with school problems. The group decides to send two members of the school action committee, the department heads of the two departments which are involved with the complaints, and the principal, to the meeting with the parents. As one can see from the model, the issue went to a representative group with the authority necessary to do something about the problem. The group had developed procedures to work through such problems and decided to solve the problem by indentifying the relevant resources and creating a new task force to meet with the parents. If the meeting goes poorly, as it may, even with the new group, then a full report can be made to the school action committee and new plans can be made or the task force can continue to work on the problem. The advantages of this method (column B) over the previous method (column A) and the result of full and open discussion by a representative group of people. They will most likely generate a larger number of more creative solutions. In addition to the possiblility of a better solution, the group working together tends to build greater support for decisions, especially when the decisions are made under crisis situation.

Moving to column C, one finds the difficult conditions under which decisions need to be made. To illustrate the point, using the same example, the parents are sitting in the principal's office angrily demanding he do something. He perceives that something must be done and with the information he has, he makes a decision. At that point, the action taken was autocratically, rather than democratically, arrived at. This type of decision is often a source of alienation to other members of the school staff. With the ABC Model, the principal has developed a degree of trust and support through a representative group of school staff members. In the illustration, that group was the school action committee. He can then report his action to the committee for their review and evaluation. This may result in support, new procedures, or a task force being formed. It also offers a place where conflict surfaced by decisions made in crisis situations can be resolved, or at least an understanding being reached.

The ABC Model was developed by two of the CRUSK members specifically for the third administrators' workshop. It is one method of organizing participatively through the creation of a representative body to manage the school. The diagram is useful in being able to simply illustrate how the concept of participative management might look in a school and what the advantages of such a method of organizing would have.

This presentation was followed by a lecture and discussion of alternative governance structures that might more effectively deal with the conflicts and crises that school systems are experiencing across the nation. The differences between System 1 (Authoritarian) and System 4 (Participative) were compared and discussed. An alternative structure that evoked many questions and a great deal of discussion was one which went beyond System 4 to a representative structure in which the total system was organized to work on and have input into educational goal setting, problem solving on major issues from curriculum to student rights, and the making of major decisions that affect the total school community. This utilized small temporary task force groups composed of those roles and representatives of groups most relevant to the given problem situation, or concern. Their task was to do the staff work necessary on major problems prior to the making of any decision about them. The decision-making body at the policy level would be composed of elected representatives of the natural divisions and sub-divisions of the system. These divisions would include not only students, but most particularly the various sub-cultures, and natural groupings within the student body. Thus, representatives would be elected by and be held accountable to a specific constituency within the system. Representatives to such a policy-making group would include teachers, administrators, and parents selected in the same way as the student representatives.

Management decisions to implement policies would be carried out by persons and/or committees elected or appointed from the levels of the system most relevant to the type of decisions to be made. For instance, major student disciplinary decisions could be made implementing the discipline policy at the school building and by the person or persons elected or appointed to function in this role. At the high school level this might be a student court or a student-faculty court, etc At the elementary level it might be a committee of parents, administrators, and counselors. Redress could always be made back to a higher body (a policy board or a special school system jury).

Such a structure would require an educational effort to train all persons from students and parents to administrators to function effectively and responsibly in such an organization. The time required for students and teachers alike could be considered a part of a curriculum course with proper credit given toward advancement.

Various constituencies would be trained to set their own goals according to their own interests; to articulate those goals, and to negotiate for them. One important factor would be that such groups would learn to push for the achievement of their goals for their own members, rather than to impose such goals upon all other groups. Thus the conflicts (active disagreements) that grow out of the self interests of different role groups and different ideological groups could be legitimised, brought out into the open, and worked through to more positive productive outcomes than the present organization of schools and school communities allows. Such legitimacy for differences and for conflict might conceivably channel energy away from open confrontation of a violent or disruptive nature into specific structures, mechanisms, and procedures for adequate problem solving, negotiation, and decision making.

The task for the afternoon was to develop the criteria to be used in the selection of project schools. The project design called for nine schools to be chosen (see Evaluation section, page , for design). The administrators were divided into four heterogeneous groups and given the following tasks to perform:

1. Discuss what criteria ought to be important in the selection process for the nine project schools. The groups were instructed in the use of brainstorming techniques and actually used a brainstorming process to get a list of possible criteria written. One member of each group was chosen to enforce the ground rules helping the group keep to the task of brainstorming.

2. As a group, rank order the list of criteria, selecting those which you think should be used in the selection of the schools. During this process the CRUSK staff helped the groups look at their decision-making process, and group membership skills.

3. Develop a negotiation strategy to be used in negotiating with the other groups for the criteria to be finally chosen for the selection of the schools.

4. Select a person from your group to function as a negotiator.

The four representatives negotiated before the entire group using stop action periods of two minutes for caucuses when needed. After the negotiations were completed the CRUSK consultants and the non-negotiating administrators discussed the process that had taken place. They were able to give the negotiators valuable feedback on how well they had performed and to help everyone learn more about the negotiation process.

Only 2 basic criteria were agreed upon; 1) schools with lower socioeconomic students were given top priority, and 2) principals and staff must wish to participate in the project and be given an opportunity to make that choice.

The administrators were then re-divided into role groups. The three groups (elementary principals, secondary principals, and central office personnel) were told that a committee would be formed to complete the selection process and they were given the following tasks to perform:

1. To discuss the composition of the committee - who should be represented and how many representatives should they have?

2. To make a decision about the composition of the committee.

3. Develop a negotiation strategy.

4. Select a negotiator.

The three school group representatives and one CRUSK representative negotiated for agreement on the roles needed to be represented on the selection committee and the number of representatives each role group ought to have. They came to the following agreements; 1) groups to be represented on the committee included elementary principals, central office staff, the local education association, and CRUSK staff, 2) the number of representatives on the committee were; two elementary and two secondary principals, two central office administrators, two CRUSK staff members, and one local education association representative.

On the morning of the second day of the workshop the committee met and made a tentative selection of the nine schools. During that time the other administrators were involved in skill practice exercises around problem-solving procedures.

After lunch the representatives on the selection committee reported the decision on the selection of the nine schools to their respective role groups. The principals of the chosen schools agreed that they were interested in participating. The role groups were in agreement with the selection made.

The selection committee planned to extend invitations to each of the faculties of the schools selected at the earliest possible time. A CRUSK staff member was to go along to help explain the nature of the project and to answer questions that might arise. If the faculties were in agreement and wanted to participate in the project the selection would be final.

The workshop ended in a general session where administrators and CRUSK consultants discussed the procedures and methods used in the selection of schools and the implications of greater participation in decisions and problem solving in the Ann Arbor Public School System. Most were positive although some wondered if such participation was feasible due to time problems and possible lack of commitment on the part of many persons.

6. A Summary of the Change Seminar

A change seminar was conducted by the CRUSK staff for the members of Change-Agent Teams from the three Treatment 2 schools. It was conceptualized as an adaptation of Ronald Lippitt's course, Sociology/Psychology 685-686, The Theory and Dynamics of Planned Change at the University of Michigan. The seminar was based upon three basic assumptions about change:

1. That the forces for change are constantly at work within the systems and subsystems that structure our daily lives.
2. That change occurs with or without our conscious direction, help or efforts to resist it.

3. That the change process can be brought somewhat under conscious determination and change results more effectively controlled by the application of specific knowledge and techniques which have been identified as "planned change."

The staff planned to divide the 13 seminar sessions into three four-week segments. Period I was devoted to personal change. Period II was characterised by the presentation of processes of organizational change. The focus for Period III was the development of a change project to be implemented at each of the respective schools. The final session was reserved for evaluation of the total experience.

The initial seminar session was held at the Institute for Social Research (ISR), as were all but two of the meetings, on Thursday evening, January 15, 1970. Twenty participants and seven staff members were in attendence. The main objectives of this session were to; 1) facilitate the staff and participants becoming acquainted with each other, 2) surface and discuss expectations for the seminar, and 3) begin the process of establishing a contract between the CRUSK staff and the participants. This first session proved to be one of the most exciting, as many diverse issues were raised by the participants. There was a good deal of conflict between individuals, school teams, and the staff, which was surfaced during one lengthy group session. The issue of released-time for teachers to participate in the seminars was raised and subsequently discussed for several additional sessions. It eventually resulted in a group visiting the superintendent with a request for released time. (For additional information concerning Session I, and the other sessions of the Change Seminar, see the documentation report in Appendix II.)

The next three sessions made use of similar formats for the three-hour meetings. Attendence at these sessions averaged 23 participants and 6 staff members. The main objectives were to; 1) provide an opportunity for personal growth and interpersonal skill development in a learning group, 2) use non-verbal experiences to generate data for the learning groups, and 3) provide time for the participants to work through the issue of released-time for teachers. The Learning Groups, or

L-Groups, served as the major activity in Period I. The purposes of these groups of about eight people were; 1) to legitimize the expression of feelings, 2) to learn to give and receive feedback, 3) to develop the norms of honesty and openness, 4) to briefly offer participants an opportunity to examine their own behavior and offer potential alternatives for change, 5) to experientially learn about how groups operate and develop, and 6) to differentiate between the content and the process which operate simultaneously in any group.

Each of the L-Groups had a mix of participants from different roles, of different sexes, from different teams, and each contained a central office representative plus two CRUSK staff members who served as facilitators. These L-Groups proved to be quite popular with the participants and data gathered following Session IV on 19 Post Meeting Reaction forms (PMRs) indicate considerable learning by the participants at the personal and interpersonal level. However, participants were not generally able to verbalize other situations where the L-Group learnings could be applied.

Prior to Session IV, the staff received word that the project was not going to be refunded by the Office of Education and that there were insufficient funds to carry on the project. There was a great feeling of disappointment on the part of the staff which was carried into Session IV. The participants received the message at the opening segment of the next meeting and it was worked through until the implications were fully understood. When they found out that it wouldn't interrupt the seminar, the issue seemed to lose its importance.

As the staff reviewed the results of Period I of the seminar, there was concern expressed that some time needed to be spent helping the participants learn how to transfer their L-Group learnings, as they needed to transfer these skills to the process of team building. Session V was held on February 12, and 21 participants were in attendence, along with 6 staff members. The objectives for this meeting were; 1) to provide a review of the L-Group learnings, 2) to encourage a transfer of the L-Group learnings to the school teams, 3) to begin the process of community building and team building, and 4) to begin the process of problem identification.

A non-verbal community building exercise proved to be the highlight of the evening. It proved to be an excellent learning situation which opened new awareness of feelings toward team-mates, staff, and other members of the community. The teams worked together for the first time, learning the skills of brainstorming and using them to list the problems which were a part of their own school situation. Then each team was to place priorities on their list of problems. Two members of the CRUSK staff served as facilitators for the three school change-agent teams and these staff members continued to serve in that capacity until June.

Twenty-two participants and six staff members were present at Session VI, which focussed upon problem-solving, with team-building as one of the major outcomes. The team members participated in a problem-solving micro-experience which served as a skill-building and a trust-building activity. After the experience, the sequential group problem-solving method was presented and discussed, followed by the presentation and discussion of force-field analysis. The PMR data indicated that the participants were very involved in the problem-solving micro and the problems each of them chose to work on were personally significant. It was generally agreed that this session gave the participants some practical, as well as useful, skills and offered some possible solutions to one of their own personal problems. One would have to classify Session VI as one of the best of the total seminar.

The data collected by the Ann Arbor School System Questionnaire, which was administered during January, was the focus of the next seminar session. Twenty change team members and six CRUSK staff members attended. Following a short introduction, each of the teams broke up into separate school groupings and went to work on the following agenda:

1. Review the problems identified in Session V;
2. Review the blank Ann Arbor School System Questionnaire;
3. Brainstorm for additional problems;
4. Place the total list of problems in tentative priority order;
5. Review the data from the completed questionnaire;
6. List the problems in final priority order; and
7. Select one problem around which the team will design a change project.

It was obvious that the teams would not proceed through the above listed steps at the same rate, nor did the staff believe that any team would complete each of the seven steps in Session VII. Consequently, this process which really was a rigorous attempt at problem identification, would most likely continue into the next seminar session. The PMRs indicated that team members were beginning to feel that they were beginning to work together, although there were still some barriers to groups functioning as teams.

The eighth seminar session was attended by 18 participants joined by six CRUSK staff members. The major focus of the session was the conceptualization of change as a problem-solving process. Teams worked in school groups for the first part of the evening to complete the problem definition phase and to continue the progress of becoming a team. There was a lecturette as the second segment of the session, which developed the concept of a sequential group problem-solving process. The participants returned to their school teams and began using the next steps of the problem-solving model.

Session VIII marked the end of Period II, organizational change and team building. The PMR attempted to focus upon the observations of group process as seen by the participants working in their teams. The data indicated that 77% of those completing the PMRs were able to verbalize an illustration of how team-mates had assisted the group in functioning, while 85% of those completing the PMRs were able to verbalize ways that team-mates were impairing the group's functioning. A further check regarding the application of the L-Group learnings revealed that now 62% of those completing the PMR reponded positively, which was a large increase from a similar question asked on the PMR from Session IV. Even though the teams had been working very hard, there was some difficulty in selecting projects. Because of this, all of the teams were behind the schedule set by the staff.

With this in mind, Session IX was primarily a work meeting. All three teams met individually for three hours. The teams were to; 1) complete the selection of the problem upon which the change project would be designed, 2) complete the generation, discussion, and selection of a strategy which would be employed, 3) develop methods of evaluating the effect of the change project on the school, and 4) prepare for sharing their change project with the other teams.

There were 20 PMRs received from the participants. The data indicated that 75% of those completing the PMRs understood the task for the evening, and 55% of those responding felt their teams were making progress. The staff also believed that progress was being made, however; it was becoming obvious that, despite each of the teams meeting individually outside of the seminar sessions, teams were not going to complete the tasks set out for them moving at their present rate. It was also obvious that team members were beginning to feel pushed by the staff. After careful consideration of the issue by the staff, it was decided to go on with the plan. One hour would be provided for each team to share with the others its change project, and to receive feedback from both participants and staff.

The fewest number of people attended Session X; there were fifteen participants. In fact, one team was completely missing, except one person who had been absent from school that day. The staff had designed a role-playing situation that was designed to give voice to every representative constituency of the school system, i.e., parents, teachers, students, administrators, etc.

The first group attempted to share their project and there were a number of misunderstandings regarding the role-playing situation. A very heated arguement arose, which eventually was quieted by staff. However, the emotions were not completely released and some of the anger and defensiveness kept the first group from hearing some very helpful feedback.

At break-time, there was some discussion by the participants which resulted in a refusal to go on with the evening's design. This produced a rather lengthy discussion between staff and participants. The result was an agreement by the participants for the second team to make their presentation, without the role play situation. Even though the PMR indicated a good deal of anger and frustration about the role play segment, participants indicated that the commitment to their project was high.

The next session of the Change Seminar was held at Forsythe Junior High School on March 26. At that time the University of Michigan had been closed down with a strike by the Black Action Movement. The constant threat of violence caused the meeting place to be moved from ISR. The 22 participants met with the 6 staff members, who had not been able to meet together since the last session. The BAM strike was on many minds. However, it was decided to go on with the evening's design and those who were interested in a discussion of the strike could stay after the session.

Two of the staff members had spent much time going through the tapes of Session X, listening to what had caused the opening disagreement. These two people reviewed the events of the previous week's meeting and clarified the situation. They also conceptualized the learnings that were inherent in the experience. This was followed by a brief discussion. Then the final team, which was absent during the previous session, made their change project presentation. The meeting broke early and many stayed for the discussion of the BAM demands of the University and the resulting strike.

The next meeting of the seminar was held at Northside Elementary School and was attended by 21 participants and 5 staff. The entire three hours were set aside for teams to work on the implementation steps of their change projects. Session XII proved to be one of the longest, as all groups worked until after 10:30 p.m. and one group until almost midnight. It should be stated that the members of the school teams who participated in the seminars were generally very commited to the project and put in many hours in addition to the regularly held meetings. The PMRs at this point proved very insightful. In regard to the goals toward which the team was striving, the data indicated considerable agreement from all three teams. Two of the teams were ready for implementation and evaluation. The third team had not determined their implementation steps nor their evaluation methods. It was reported that generally all of the teams worked quite well during this session. There was almost unanimous agreement by all three teams that this was a productive session, in fact, several mentioned that it was the best yet.

For all practical purposes this was the final session of the seminar, as the thirteenth meeting was set aside for evaluation. One thing which was still on the mind of the staff was the fact that none of the teams were quite ready for implementation and the next week was spring vacation for the Ann Arbor school system. That meant there were only 8 weeks left in the semester.

There were three main objectives for Session XIII. They were; 1) to evaluate the total seminar experience, 2) to develop next steps for the staff and the three groups, and 3) to provide opportunity for the teams to work individually. The date for the meeting was April 16, and 21 persons and 6 staff were present.

The design for the evaluation period was to use two members of each team to form a fishbowl. These six people discussed the seminar and then the entire group joined in. The following statements were made during the evaluation period:

- A great deal of personal learning and growth came from the seminar.

- That this meeting should not be thought of as a closing one, but of just a beginning one.
- The experience is very difficult to communicate to other teachers, they need to be involved to understand.
- Sometimes the teams did not make a great deal of progress on task.
- It was learned just how important and difficult it is to get the group working together.
- Several of the people who began the seminar left it.
- Uncertainty that the change-agent team model is useful.
- Occasional unhappiness with resulting frustration about the structure imposed upon the participants by the staff.
- The plans of the CRUSK staff were too unrealistic to be accomplished in the allotted time.
- There was evidence of much team development, but not much evidence of impact upon the respective schools, nor the total school system, and
- There was inadequate explanation by the CRUSK staff about the project and the change seminar prior to the beginning of the seminar.

The following are statements made by staff about the Change Seminar:

- Much evidence of personal growth among the participants.
- Much evidence of team development.
- Much variation on the part of how teams worked and their accomplishments.
- There was inadequate time spent by the staff in conceptualizing the field of organizational change.
- There was evidence of insufficient development of change skills in the participants.
- The staff had tried to cover too much material in the allotted time period, and
- Real questions were raised in the minds of the staff regarding the effectiveness and viability of the change-agent team model.

Several decisions were reached about how the staff and teams would work following this session. First of all, it was decided that the staff members assigned to the three teams would continue to work with those school change teams until school was dismissed for the summer. Secondly, one team was scheduled to begin implementing their change project the next Wednesday, and another was scheduled the following week. Therefore, the total group decided to meet together one more time, April 30, for a report from the two groups who had experienced re-entry. At this point, one problem which the staff had not anticipated reared up again. That was the problem of team competitiveness. It appeared the first session, in a number of sessions after that and again now at the final meeting. This was one barrier that the staff was never able to surmount. The teams were not able to look at the problem of school change from any broader perspective than their own respective school.

Session XIV, attended by 18 participants, had three basic objectives; 1) to provide the opportunity for the two teams who had experienced a session with their faculties to report to the group, 2) to critique each of the team's procedures to learn from what they had done, and 3) to provide time for teams to work individually.

The session proved to be somewhat of an anti-climax, as each of the two teams saw little to be gained from a critique of their experiences. Consequently, there was some resistance to the design and it was resolved by eliminating the critiquing and moving on with the brief reporting from the two teams. The evening ended with each of the teams working on their own agendas.

The attendence during the Change Seminar sessions needs to be identified, as it is indicative of the interest and commitment of the team members. There were 24 people whose names were supplied to the staff at the first meeting for inclusion in the seminar. That reached a high of 26, although one person never showed up. One other person attended two sessions, and two left after Session XII. The highest attendence was Session IV, where 25 were in attendence, while Session X was the lowest, with 15. The average for the 14 sessions was 20.4, or 84.6% of those eligible to come. That is a very high attendence figure for teachers and administrators who had put in a full day on their regular job.

7. Summaries of Change-Team Activities

Team T-2A. The change-agent team at T-2A initially consisted of a group of nine volunteers. Of these nine, only four were regular classroom teachers (and two of them were also department heads); two were building administrators; one a counselor; one a social worker; one a special education teacher. Later a representative of central administration was added to the team. This group was very "top heavy" and was not representative of the total school staff which consists largely of classroom teachers. Another interesting point about this group was that it included persons with histories of interpersonal conflict. Although motivations varied, it seemed that they included: desire to make positive changes within the school; personal needs that might be fulfilled in a group setting; and a desire to test the model and process chosen by the CRUSK staff.

This school's student population is comparable to the other junior highs in Ann Arbor in terms of racial distribution, socio-economic level, and number of students, but it does have some significant differences. One main difference is the amount of conservative community influences. One group of Ann Arbor conservatives chose this school as a focus for work. This included volunteering to patrol halls or urging the use of police to do it.

The staff morale at this school appeared to be low. One major factor leading to this may have been poor peer support among teachers. In addition to this, the administrators were too busy with their administrative and disciplinary duties to help with curriculum, teacher feedback, and other concerns in the school. Teachers appeared to be ambivalent regarding the principal's leadership. They seemed to be torn between wanting to have a strong leader and wanting to be in on all the decision making. They did not seem to be willing to carry the responsibility of these decisions, however. The staff appeared to be contradicting and immobilizing itself by saying that they were not willing to take on responsibility nor were they willing to leave it to the principal.

The change team itself began slowly. Attempts at working on content issues were continually unsuccessful. After many sessions together some of the interpersonal difficulties that were holding up the progress on school issues were brought into the open. The team spent much time giving personal and role feedback to others on the team. This feedback proved to be very valuable in terms of personal growth and development and also in terms of team building. Some of these sessions included negative feedback that was difficult to accept. One result was that two members of the team resigned after one session: one quit because she had received feedback that she felt she needed to deal with outside of the group; the other because he thought the feedback being given within the group was inappropriate for this type of group.

Because of the interpersonal work that was taking place there appeared to be much personal growth and development. There was, however, little work on school change during the first ten weeks of the seminar.

The change-agent team selected for their project the difficult task of examining a junior high school's purposes with the help of administrators, teachers, students, and community members. Because there were only a few weeks of school left, and because the problem they had selected had many steps, the group decided to work with their school staff as an initial move toward their larger project. The problem was stated as "The need for the T-2A staff to arrive at a common understanding concerning its role in relation to students, community, and each other at T-2A Junior High." Some of the forces influencing this problem and strategies the team worked out to begin working on this problem are inumerated in Appendix II (Part G).

Although the session the change-agent team held in their school was productive in that it stimulated discussion and helped some of the staff look at alternatives for working together more productively, the staff did not arrive at a common understanding concerning its role in relation to others (which was their goal). Nor did they remain cohesive when they had to deal with others outside of the team.

Because the reentry into their school system was so late in the academic year, the team had few other opportunities to move toward their goal. At the close of the school year the T-2A change team had decided to meet over the summer to plan fall orientation for the teachers in their school - hoping that they would achieve more during the coming year.

Team T-2B. A complicated project setting was presented by the school we call here T-2B. It is an old school in a changing neighborhood, and holds a potentially volatile mix of socio-economic groups. In the last two years, the percentage of black students has risen significantly, making the percentage of the school's black student populace second highest in the system.

The staff itself has only been integrated in the last few years. The school was recently designated a "target" school, meaning that there are now enough low income people within the school's district for it to qualify for funds under Title I of the Elementary and Secondary Education Act. The principal had been the first black full time classroom teacher in the Ann Arbor public schools, and he had been appointed principal of T-2B two years ago. This appointment caused some consternation in the community and may be one of the reasons that T-2B had almost a 75% staff turnover between last year and the year before. Some teachers have claimed that his management of the school upset them; they felt that he could be quite autocratic, yet he told them to "do their own thing." The principal has said that he pushed the concept that T-2B was a child's school first, and told how he eliminated ability grouping and began a modified ungraded system, much to the consternation of many teachers.

The school administrators who met in the workshops early in the project were aware of these problems, but selected T-2B as a project school because it fit the criteria and because of the principal's interest in the project. Despite some skepticism and concerns about extra time working on the project and worries over obtaining released time, the T-2B faculty gave their approval of the selection.

The change-agent team had problems from the outset. The project's design called for a team composed of in-school personnel who would be trained in group skills and change-agentry skills through seminars led by the CRUSK consultants. This team was to be CRUSK's link to the school as a whole and the members were to be catalysts in the process of bringing their school towards a more participatory management.

The six T-2B team members came together indirectly. Of the original members selected by vote of the faculty, two dropped out early in the project. The final team included the principal, two young second grade teachers, a young black sixth grade teacher, a special education teacher, and a middle-aged third grade teacher. At the seminar sessions, the T-2B team worked on tasks geared toward team building and project planning. But conflicts among the six surfaced frequently and had to be dealt with before the team could resume its project task. By the end of February, all the groups had gotten into their problem identification stage except the team from T-2B. The T-2B team-building efforts continued to be unsuccessful. Members differed about teaching theories; and racial tensions, power struggles, and personal clashes and misunderstandings hampered progress in team building.

Difficulties also occurred back in the school setting. Two young teachers on the team had already antagonized many teachers at the school through their advocacy of new teaching methods and ideas. They had been misunderstood in sessions in the teachers' lounge about their intentions to "take over the school." Other interpersonal conflicts centered around various teaching philosophies.

By late February, the T-2B team was experiencing great conflict and tension. The principal expressed great concern over the lack of progress of the team. Only one of the team members seemed to have no antagonisms towards any of the other change-agent team members. The CRUSK consultant helped lead each conflict to an uneasy resolution by concentrating on the concept of feedback in an attempt to improve communications within the group.

By March, the CRUSK staff member felt that there was a lot more openness between the group members. The T-2B team decided to design their change efforts around the problem of unproductive faculty meetings. The faculty meetings at T-2B were the only time when the whole staff of the school came together. They often had had no agenda or timetable. The participants would sit together in racial and generational groups. The issues brought up would often generate more rancor than resolutions.

Their goal was "To make faculty meetings more efficacious. To remodel faculty meetings so that staff can come away knowing that a problem brought up has been discussed and agreed upon as to a solution, and to know that there will be follow-up action." Appendix II (Part G) contains the products of the school teams.

In the middle of April, the change team made its project presentation to the faculty. They structured this meeting by preparing an agenda with a strict timetable, including in the design both small and whole-group discussions. They used the fishbowl technique to share their learnings from the seminar sessions with the rest of the faculty. Although the team never clearly stated to the faculty what their project was, somehow the idea was accepted although somewhat skeptically.

To help start improving communications the team planned a weekend workshop for interested T-2B faculty. Twenty-eight staff members attended the two-day retreat which was held in the ISR building. The participants moved through non-verbal exercises and group experiences similar to those held in the change seminar sessions. Feedback at the final session was generally favorable.

The project took firmer hold when the principal (a team member) suggested the team lead the faculty meetings and use an actual task to work on improving communications. He suggested the entire faculty help prepare the next year's budget, and the other members of the team saw this effort as an excellent way to work towards participatory management.

The other faculty members were ambivalent in their feelings towards this new responsibility. However, at least ten or twelve teachers were very pleased with being more involved in the management of the school. Although the response to the project was generally favorable, feelings toward the team members were quite negative. This knowledge, learned from the meeting reaction forms as well as from observation, led to an emergency meeting where, even with the help of CRUSK consultants, the team failed to reconcile the differences and to hold the team together.

Spin-off effects from the project's efforts are hard to measure but there has been some impact on the daily pattern of T-2B. The seating pattern of the faculty meetings has been broken and there is more intermingling of age and race groups. The CRUSK training effects have appeared in faculty meetings and even in the classrooms where the principal and teachers have used modified versions of some of the teaching behaviors and exercises the CRUSK staff had used in the seminars.

The selection method of the change-agent team did not facilitate the entrance of the team back into their school or help to legitimize them as representative members of the school staff. The principal, and at least one other team member, feels that the possibility for participatory management at the school is still good and hopes the project will continue to be active, despite the inability of the change-agent team to function in a more positive manner.

Team T-2C. Like the other project schools, T-2C has a large number of students from low socio-economic homes. This elementary school is located in a residential area on the outskirts of Ann Arbor. The principal at the school was transfered to T-2C for the 1969-70 academic year.

The change-agent team at T-2C was a group elected from interested teachers at a school staff meeting. The team consisted of five classroom teachers and the building principal. The members of this team, as did the other teams, spent a great deal of their own time on this project.

At the outset of team work in the change seminars, the T-2C group appeared to have less internal conflict than the other teams. After some work together, problems surfaced which dealt with interpersonal dynamics and their effects on the school. The team put in many hours working on these issues. But, more than the other teams, the T-2C group seemed to be able to deal with school problems simultaneously.

This school team was the most representative of their constituents, i.e., they were elected. Whether this is the major reason for their close relationship with the school staff or whether some other factor played a role is difficult to ascertain. Whatever the reason, the change team began soon after the seminars started feeding back to their staff the events and learnings from the change seminars.

Because of some of the discussions the team had held on interpersonal relationships and because of the lack of support they often felt, the team selected the lack of humaneness as their problem to work on. Their goal was "humanization of the school environment to minimize the need to maintain distance." Some of the specific aspects of this goal, as enumerated by the team, can be found in Appendix II (Part G).

Part of the T-2C strategy was to include the total staff in decisions. Even when the team had decided what they thought were good strategies, they let staff members brainstorm, evaluate, and comment on alternatives, as well as participate in the decision making. The total staff had decided to work on a concensus model. They found this model to be functional, but at times quite time consuming.

As a more specific, short-term project, the team and the school staff decided to work on the issue of classroom assignment. In the past classroom assignments had been based on seniority. The staff determined that it would be more appropriate for these assignments to be based on other factors such as students' needs and the teacher's style.

When this item was voted on at a faculty meeting, half of the teachers voted to make classroom assignments in a participatory manner. The other half voted to leave assignments to the principal's discretion. Because the principal was in favor of participatory management, he stated that he was going to allow the half of the decisions allotted to him to be made by participation also. Although this alienated part of the staff it appeared to work out feasibly.

On the whole, the T-2C change-agent team seemed to have achieved more in their school than the other two change teams. The project staff believes that one of the main reasons for this was the representative nature of the team and the close linkage with the school staff as a whole.

8. Evaluation

The evaluation of the Ann Arbor School Project was based on both objective and subjective data. The long term goal of the project included organizational changes that were expected to take from three to five years. In order to examine these long term changes Likert's Profile of a School questionnaire was administered in all schools in the system to teachers and principals. The expectation was to administer this questionnaire annually in order to observe longitudinal system change.

The first year program focussed on individual schools within the system. Three schools were selected for intensive work. In order to have further data on these schools for evaluative purposes, the Ann Arbor School questionnaire was administered to them and to the other schools with which they were compared. The original design proposed that nine schools be studied. The design was:

Control Buildings	Treatment-1 Buildings	Treatment-2 Buildings
(Pre- and Posttest with Questionnaires)	(Pretest, Feedback only, Posttest)	(Pretest, Feedback, Intensive work, Post
1 Junior High (C-A)	1 Junior High (T-1A)	1 Junior High (T-2A)
1 Elementary (C-B)	1 Elementary (T-1B)	1 Elementary (T-2B)
1 Elementary (C-C)	1 Elementary (T-1C)	1 Elementary (T-2C)

The Ann Arbor School questionnaire was administered to all nine of these schools in January, 1970. The Treatment-2 data was analyzed first and was fed back to the three change-agent teams during the seminar phase of the project. Before completion of the analysis of the Treatment-1 data, the staff learned that the project had not been refunded. Because of difficulties in getting the data coded, the Treatment-1 data was not ready for feedback to schools as early as planned, so there was a very brief time between the feedback and the scheduled posttest administration (making the Treatment-1 schools very similar to the controls). Since the staff was looking for ways to efficiently use the remaining funds, it was decided to eliminated the posttest at the T-1 schools and compare the T-2 schools to the controls.

Although the Likert questionnaire (for long term evaluation) and the Ann Arbor School questionnaire (for more specific assessment within the schools) were the main sources of objective data, other short term evaluative questionnaires were used during Year I. An example of one is the Profile of Organizational Characteristics administered at Workshop I. The data gathered from this questionnaire was used to stimulate discussion about the system at Workshop II. Another example is the Post Meeting Reaction form used after some workshops and all of the seminar sessions. Although these varied in format, they were to provide feedback to the staff to help in future planning.

In addition to the objective data gathered, the project staff observed the school system staff in many meetings and formulated qualitative hypotheses about operations, interactions, and communications in the school system. Each of these hypotheses was then discussed with the steering committee or others in the school system to see if their perceptions supported the hypotheses. Revisions in the assessment were then made, taking into account all available information.

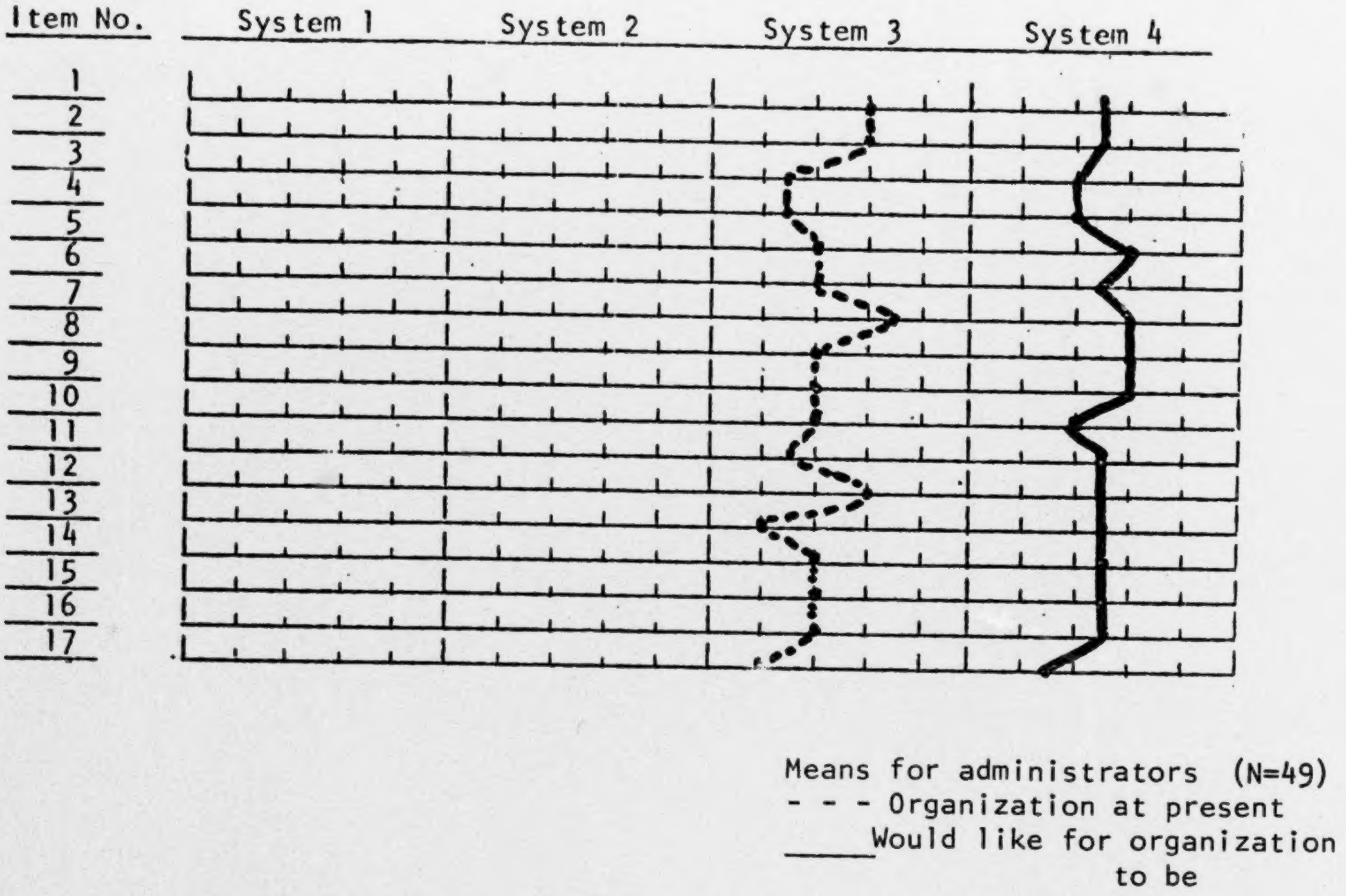
Discussed in further detail in this section are: 1) questionnaires administered at Administrative Workshop I - Profile of Organizational Characteristics; 2) system data from principals and teachers on the Likert questionnaire; 3) the Ann Arbor School questionnaire administered in the project schools; and 4) the observational data collected.

Administrative data (Profile of Organizational Characteristics, Form J-2) Questionnaire data based on Likert's instrument were gathered from administrators at their first workshop. These data were gathered during the first months of the project.

The main objective in obtaining such data was to facilitate better understanding between the CRUSK researchers and school administration as to the nature of the climate existing in the Ann Arbor school system. The reader is referred to Figure I, which illustrates perceptions of central administrators. Appendix III contains the seventeen-item questionnaire used.

Figure I.

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Form J-2)



Means for administrators (N=49)
- - - Organization at present
_____Would like for organization to be

The first point that is to be made in inspecting these data is the significant gap which exists between where the administrators perceived the system to be "now" in contrast to where they would like to see the system in terms of organization climate.

The data suggest that the school system is operating at a "System 3" level in Likert's terms. That is, it operates for the most part in a consultative fashion. What does this mean behaviorally? Based on Likert's publication, New Patterns of Management, one could describe the system in the following manner. Major decisions, and perhaps even minor ones, are for the most part made by individuals of relatively high administrational position. However, the tasks of decision making and direction are reserved for upper levels of management. Surveillance as a major activity is not extensively participated in. Rather, staff personnel is involved through consultation. This kind of involvement necessarily brings with it relatively good valid upward communication in the system. This thinking is supported by item 7 of the questionnaire which has to do with the accuracy of upward communication in the organization. As shown in Figure I, this item is the high point on the continuum of perceived organizational climate.

In terms of interpreting these data, we can conclude that broad policy decisions are made at quite high levels, but that implementation of those decisions are entrusted to individuals for consultative decision making. That is, once a decision is made, individuals have some say in how it gets implemented. Item 12 on the questionnaire (Appendix III) bears out this thinking. In comparison to most other items, administrators in the AAPS system perceive themselves as being "usually consulted but ordinarily not involved" in the decision making. In our informal kinds of observations, this finding generally held. Key decisions for the system are made at the top. Then individuals are given some say in how such decisions get implemented.

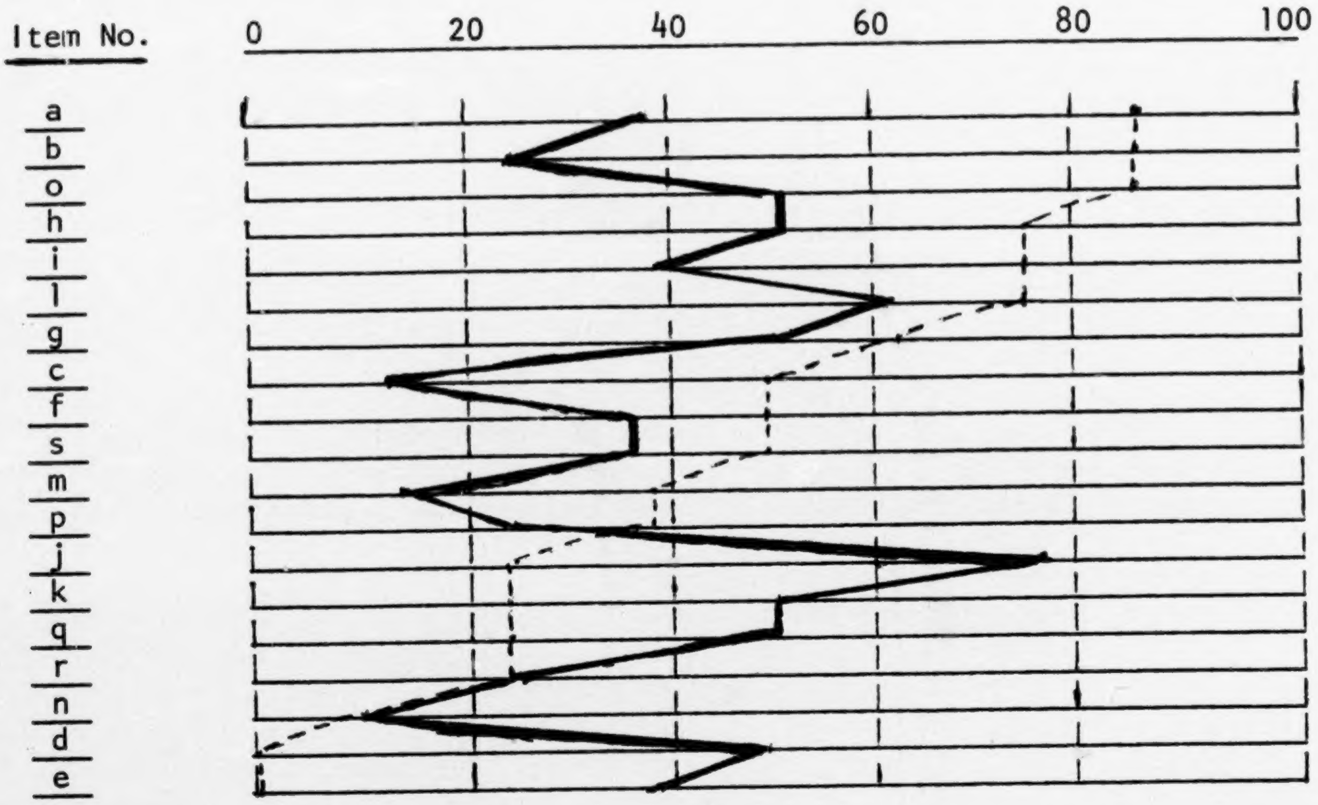
In spite of the relatively healthy picture portrayed by the data, there is much room for movement or change in the system, and if administrators' perceptions are a valid criterion for readiness for change, then the system should have been ready to not only look at itself in terms of questionnaire inventories, but to match its perceptions with genuine organizational change. Whether or not this will happen in the Ann Arbor system remains an unanswered question. However, in terms of administration responses, the stage is set for increased growth and development across the organization.

Also obtained at the first administrative workshop were administrators' perceptions based on questionnaire data regarding the "importance" of numerous professional opportunities existing in the system as contrasted to the "opportunities" for fulfilling such needs. The instrument used was the Profile of Organizational Characteristics, Form A. This measure revolved around the notion of the gap existing between numerous opportunities which a professional's work might afford him on the one hand, and the degree of importance attached to those opportunities on the other.

Figure II shows how the administrators responded as a group to this set of questions. The questions upon which the plotted graphs are based appear in Appendix III. Let us now look at some of the main highlights of this data.

Figure II.

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Form A)



--- percent of central administrators responding of "great" or "utmost" importance

—— percent of central administrators responding having "great" or "utmost" opportunity

(N=11)

First, the greatest gap exists between the importance placed on "to make full use of my present knowledge and skills" (item "a") and the opportunity existing for using such knowledge and skills. Approximately 90% of the responsents attach "great" or "utmost" importance to this dimension while only 35% say there is good opportunity for using their skills and knowledge. Approximately the same gap exists between the importance placed on being able to grow and learn new knowledge.

A lesser but significant gap also exists between the importance attached to working on problems of central importance to the Ann Arbor school system, and opportunity available for doing so. This finding correlates well with a general kind of feeling which seems to pervade the school system. That is, administrators feel that they spend too much of their time on unproductive tasks rather than on issues which they could easily commit themselves to.

Other areas which warrant attention are these:

1) Administrators as a group place much importance on having work associates of high technical competence (item "i") and congenial colleagues (item "h").

2) They want challenging problems to work on (item "l") and see themselves having relatively good opportunities for working on these kinds of problems.

3) Freedom to carry out their own ideas as administrators (item "m") is an area for which only half the respondents perceive a great amount of opportunity.

A number of items show more opportunity is available for the administrators as a group than they consider important to have. Let us now consider these.

There is not great importance placed on associating with the most important and influential people in the school system, probably because this group is the most influential group in the system by definition of their roles. Approximately 70% of the administrators see themselves as having "great" or "utmost" opportunity for such association as compared to only around 25% who place as much importance on this dimension.

Apparently there is ample opportunity, too, to build one's professional reputation in the community since again opportunity exceeds importance. A similar picture exists for building the reputation of the school system. Also, some administrators as a group perceive themselves as receiving credit for their different contributions (40% said there is great opportunity on this dimension). But apparently for others, this is an area where improvement could take place.

It is interesting that in contrast to teacher demands in the current day-to-day administration of school systems, administrators do not see salary as an issue in terms of having desire for more money. From the data one can conclude (item "d") that there is more opportunity for earning a good salary than there is importance placed on this dimension by this group of respondents. Virtually none of the administrators in their responses placed great importance on earning money. Neither do these individuals place great importance on advancing in administrative status (item "e"). Half the group see themselves as having great opportunities for advancing, but no one places great importance on this dimension.

What conclusions can be made based on the above data? Several are warranted:

1) Administrators do not feel that their skills and expertise are being used at an optimal level. There is frustration at not being able to contribute according to their level of competence.

2) There is not ample opportunity to learn and to grow professionally - individuals see themselves in a "rut" when it comes to new learning and growth from their work.

3) Administrators are not permitted to work on the level of problems they see themselves qualified for - they want more of the "action."

4) A significant number of the respondents feel that they do not have enough freedom to carry out their own ideas.

5) Such things as high salaries and status needs are not seen as significant problems in the administrative family.

System data. Baseline data on Likert's Profile of a School (Form for teachers and form for principals) for the entire system was gathered from all teachers and principals in May, 1969. Following are the cumulative data for the school system and data to illustrate the type of findings at a representative school. The term representative is used since it is not feasible to present data from every school in the system. As the reader approaches this part of the discussion he should keep in mind the following points:

1) Central staff administrators perceived a need for system change in every area covered on the questionnaire, as shown in Figure I.

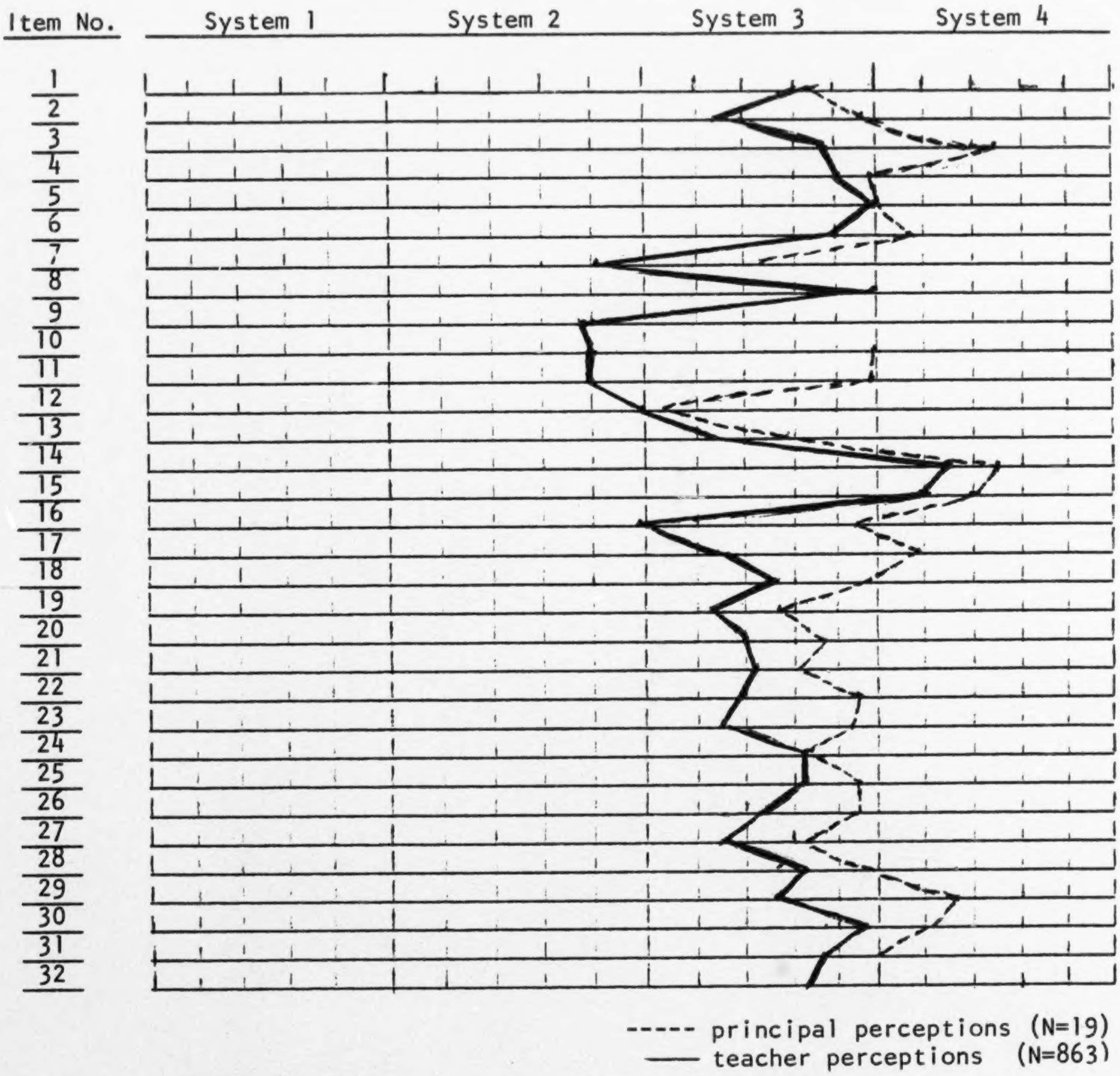
2) There are significant gaps between teacher perceptions and the perceptions of building principals.

3) Teachers perceive the need for change in several critical areas, regardless of the grade level they teach in.

Figure III is illustrative of the kind of gap which exists between teachers' perceptions and principals' perceptions throughout the system.

Figure III

PROFILE OF A SCHOOL - DATA
FROM ALL ANN ARBOR SCHOOLS



(The items graphed here are from the Form for Teachers. The questionnaire administered to principals differed slightly; therefore principal perceptions are graphed only where items matched teacher items.)

In discussing the comparisons of teachers' and principals' perceptions for the entire system, several general conclusions can be drawn (see Figure III and Appendix III).

1) Principals perceive the schools in the system to be at a higher level than do the teachers.

2) In the area of leadership (items "1" to "9") teachers and principals have very similar perceptions on items dealing with some areas of principal-teacher relations (items "1," "4," and "5") while on other items ("2" and "3") in the area of leadership the discrepancy is quite large.

3) In the area of decision making (items "10" through "17") it is also true that on some items teachers and principals see things quite similarly while on other items they see them quite differently. There is a large difference in the perception of the teachers and the principals on how often the principal sought teachers' ideas (items "10" and "11") while they had similar ideas about the amount of say teachers should have ("14" and "15"). Both groups saw the principals as often seeking students ideas (items "12" and "13"), but the principals thought the students should have more say in decisions (items "16" and "17").

4) The attitudinal item ("18") shows the principals think the attitude of the teachers toward the school as a place to work is more favorable than the teachers think it is.

5) The nature of communication processes in the school is reflected in items "19" to "23." The perceptions of principals is higher in each case, but the discrepancy is not great. They state that there is both upward and downward communication, that downward communications are usually accepted, that upward communications are fairly accurate, and that the principal knows quite well the problems faced by teachers.

6) In the items on the character of interaction and influence in the schools the principals and teachers once again have fairly comparable perceptions (items "24" to "26"). They see a moderate amount of interaction taking place between principal, teachers, and students.

7) Teachers and principals see the control in the school (items "27" to "29") much like the administrators saw control in the system. Broad policy decisions are made at a lower level (item "27"). Decisions are based on both man-to-man and group operations (item "28") The decision-making process does have some contribution to the desire of teachers and students to do a good job (item "29").

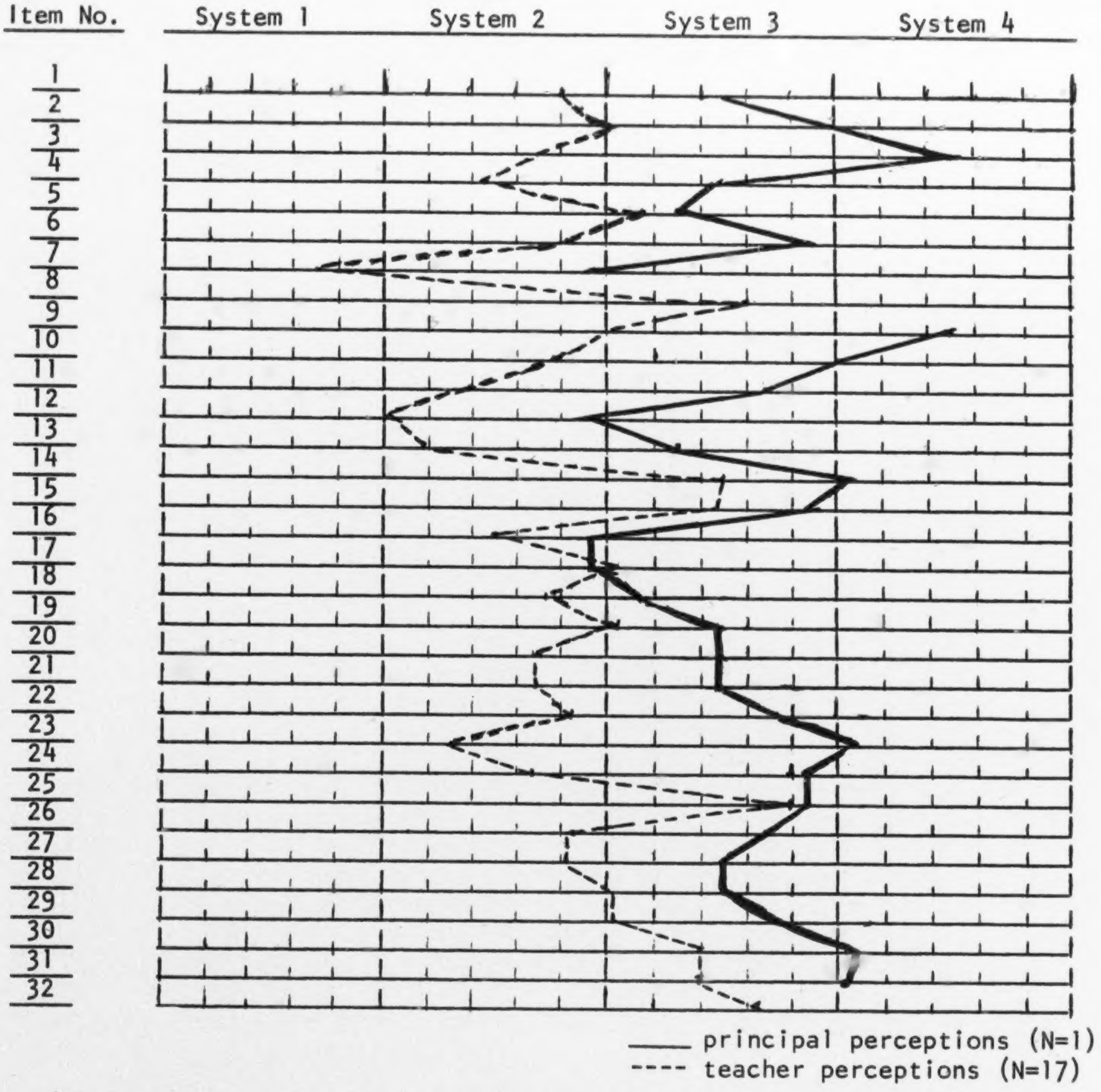
8) Goal setting in the school system (items "30" to "32") shows that the teachers feel that they, the principal, and some students hold

high performance goals and feel responsible for them, while principals feel that they, the teachers, students, and parents hold these high goals.

The following observations can be made about the representative school illustrated in Figure IV.

Figure IV

PROFILE OF A SCHOOL
A REPRESENTATIVE ANN ARBOR
SCHOOL



(The items graphed here are from the Form for Teachers. The questionnaire administered to principals differed slightly; therefore principal perceptions are graphed only where items matched teacher items.)

1) In areas of leadership (items "1" through "9"), the teachers perceive things quite differently than the principal. The teachers see the principal as being less supportive than he sees himself. The amount of trust and confidence which the principal holds for his teachers is less than what teachers perceive it to be - when teachers are asked how much exists. The principal sees himself as one to whom the the teacher can turn for help on personal problems. Again, teachers do not generally see the principal providing this kind of function.

2) In the area of decision making (items "10" through "17") again there is wide perceptual discrepancy. The principal sees himself seeking out the ideas of teachers significantly more than teachers see this. The same holds true for students. Teachers have less to say in their judgment than the principal perceives them to have.

3) On the other hand, teachers and principal agree quite well when the question of student involvement in academic and non-academic areas of school life is under examination (items "16" and "17") There is also general agreement between principal and teachers concerning school as a place to work - teachers see working in a school environment as sometimes hostile, sometimes favorable - and the principal agrees with their perception (item "18").

4) In the communications area (items "20" to "23"), once again a gap presents itself. The principal in general sees the communication patterns as healthy, open, and accurate in comparison to teachers who see those patterns as lacking in several areas.

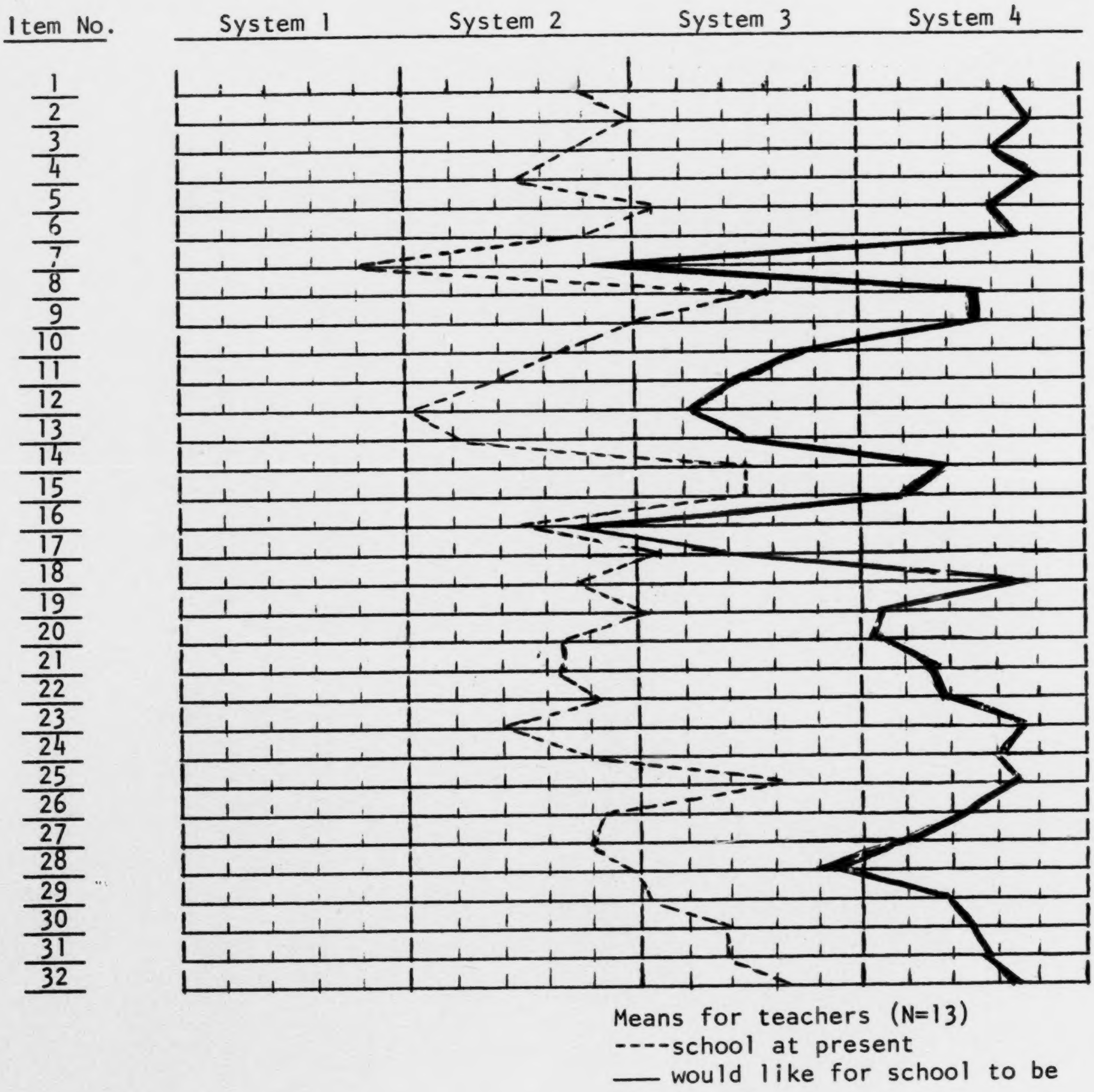
5) There is also considerable discrepancy between how much interaction and cooperation goes on in the school when teacher and principal responses are compared, again the principal seeing the situation in a more positive sense than his teachers (items "24" to "26").

In short, in almost any area one chooses to compare teacher responses with those of the building principal, the perceptions differ. Who is to say which is the more accurate set of perceptions? Such a question provided much discussion in the change seminar. The conclusion to be drawn from this general finding is that differences do exist, differences which can and do affect the overall productivity and satisfaction capable of being achieved in a system willing to exert the effort to improve itself. There is certainly evidence that such willingness was manifested throughout the duration of the project.

To be more specific, let us look at teachers' perceptions in an elementary school in the Ann Arbor system for how they see the system functioning now in relation to how they would like to see it operate. Figure V illustrates once again large discrepancies between what now exists and what teachers would like to achieve ideally.

Figure V

PROFILE OF A SCHOOL (Form for Teachers)



In general, teachers in this school perceive the system operating within a System 2 frame of reference. This means, among other things, that they see some small amount of upward and lateral communication, although most is downward. Policies are established and basic decisions are made by a few key administrators, sometimes with opinions being sought from teachers. A few minor implementation decisions are made at lower levels, but only within carefully prescribed guidelines made by decision-makers at the top of the organization. Not much teamwork is seen to exist and there is little opportunity for interaction and influence. These perceptions make for a rather pessimistic outlook. And blame is not the intent here. But, if teachers are as frustrated as the data here suggest, what keeps them from investing the necessary energy to help the system move toward a more participative mode of operating? They say that they desire more participation. Can this be interpreted as a willingness to endure the pressure and conflict and pain which is inherent in any meaningful change? It was the project's intent to answer this question, and the answer is found in different shapes and forms throughout this report.

Ann Arbor School Questionnaire. This set of data pertains to questionnaire data obtained in the project schools themselves. It will be recalled that in the original project design, measures were called for at the beginning of the project, and at the end of its first year. The set of data to be presented now reflect before and after measures at each of the schools where change-agent teams functioned in comparison to a control school chosen for each of the three buildings. Each of the three project schools was matched with a control school based on the general socioeconomic level of the school and the consent of the principal and teachers. In short, to the degree possible, each of the project, or Treatment-2, schools was matched with a like school in the control group.

It is suggested that the reader keep in mind other kinds of evaluative data stressed throughout this entire report. To consider the more objective questionnaire data without keeping clearly in mind the documentary material would make for a rather superficial and incomplete picture of the climate of the schools involved in the project. (The reader is referred to Appendix III which contains a copy of the questionnaire used for the before and after measure in each of the schools.)

The analysis conducted on the data first compared each of the Treatment-2 schools with its respective control building on the initial questionnaire administration. This was done in order to examine the degree of comparability between a given Treatment-2 school and its matched building across the survey items. As one would expect, for almost every item there was some difference between each pair of schools (Treatment-2 school vs. control school) when the pretest data were analyzed. This being the case, it was decided to take the higher mean score for any given item and use that as a base line mean when comparing the second or posttest set of data with the measure obtained earlier (see Appendix III for these comparisons).

Let us first consider differences found between the two administrations of the questionnaire for T-2B, a Treatment-2 school. The following profile emerges after inspecting the data which appears in Appendix III. Inspecting t-values obtained from comparing means on each item for the first administration in comparison to the second, it is very apparent that there are no significant changes on any of the items, this being based on the needed value of t for 50 d.f. (a t-value of 2.008 or greater is required). What does this finding mean? The safest interpretation would suggest that the interventions employed by the change-agent team simply did not affect attitudinal kinds of dimensions reflected in the questionnaire measure.

Given a lack of statistically significant changes, might something be salvaged from these data? The writers think so. There are a number of trends which suggest some definite change in the school's overall climate. Let us consider some of these trends:

1) Team efforts among teachers are perceived as falling off somewhat between the two questionnaire administrations (item "4");

2) Communication is not facilitated (item "5");

3) The administration is not seen as particularly trying to improve teachers' working conditions (item "6");

4) Tension in the building is perceived as slightly increasing in some areas, and decreasing in others; and

5) Perceptions of the teachers toward the building principal show consistent change in a positive direction (items "23" and "24"). Out of 21 different items pertaining to how the principal tries to help teachers, students, etc., 17 show some change in a positive direction. That is, the principal is seen as being supportive of his staff, has more confidence in his subordinates, etc. This is perhaps the most significant finding in this particular set of data. And the finding makes sense. The reader will recall that much of the effort expended at T-2B had to do with the principal and his work with his staff. The data suggest that considerable progress was made in this area.

Based on the data themselves, the only valid conclusion to be made is that the questionnaire items do not reflect any statistically significant changes of perceptions as to the organizational climate of T-2B.

There is among the set of items somewhat of a general trend for respondents to be more critical of the school on the second administration of the questionnaire, and this is a common finding (Likert, 1967). Once teachers become aware of, or are sensitized to, problems in a school, they become more evaluative, more critical of the situation. But on the other hand, such increased sensitivity can form the basis for readiness to change, and there seems to be ample support for this hypothesis, as reflected in other data reported elsewhere in the report about T-2B.

In conclusion, it may be said that insofar as measuring change at T-2B, the survey used simply failed to discern any significant changes which took place. It is the writers' opinion - based on other data reported throughout this document - that change did take place in several areas. The questionnaire employed to measure that change simply did not reflect those changes in the items.

As for the control school (C-B), in terms of change on questionnaire items taking place between the two administrations of the measures essentially the same case applies as found at T-2B. That is, there are very few items which approach statistical significance levels. The reader is referred to Appendix III to verify this finding for himself. Since this school served as a control school one would expect little or no change on the measure used. Whether or not this is actually why no change is relected cannot be answered with the data available.

In comparing our Treatment-2 school with its control school at the end of the second questionnaire administration the following conclusions can be made about T-2B based on the data presented in Appendix III:

1) There exists less tension between teachers and students. There is less tension existing between teachers and operational staff (i.e., secretaries, custodians, etc.). In addition, different groups of students are perceived as having less tension among them; and

2) Teachers, ideally, want their principal to have more influence in their school. This contrasts with no significant increase in actual influence when compared with the control school.

In short, the tension level is less in the Treatment-2 school. This would seem to reflect some change in the direction of growth and the finding is not a surprising one, given the level of work with which the change-agent teams were involved - namely, working on staff relationships which tended to generate non-productive tension in the system.

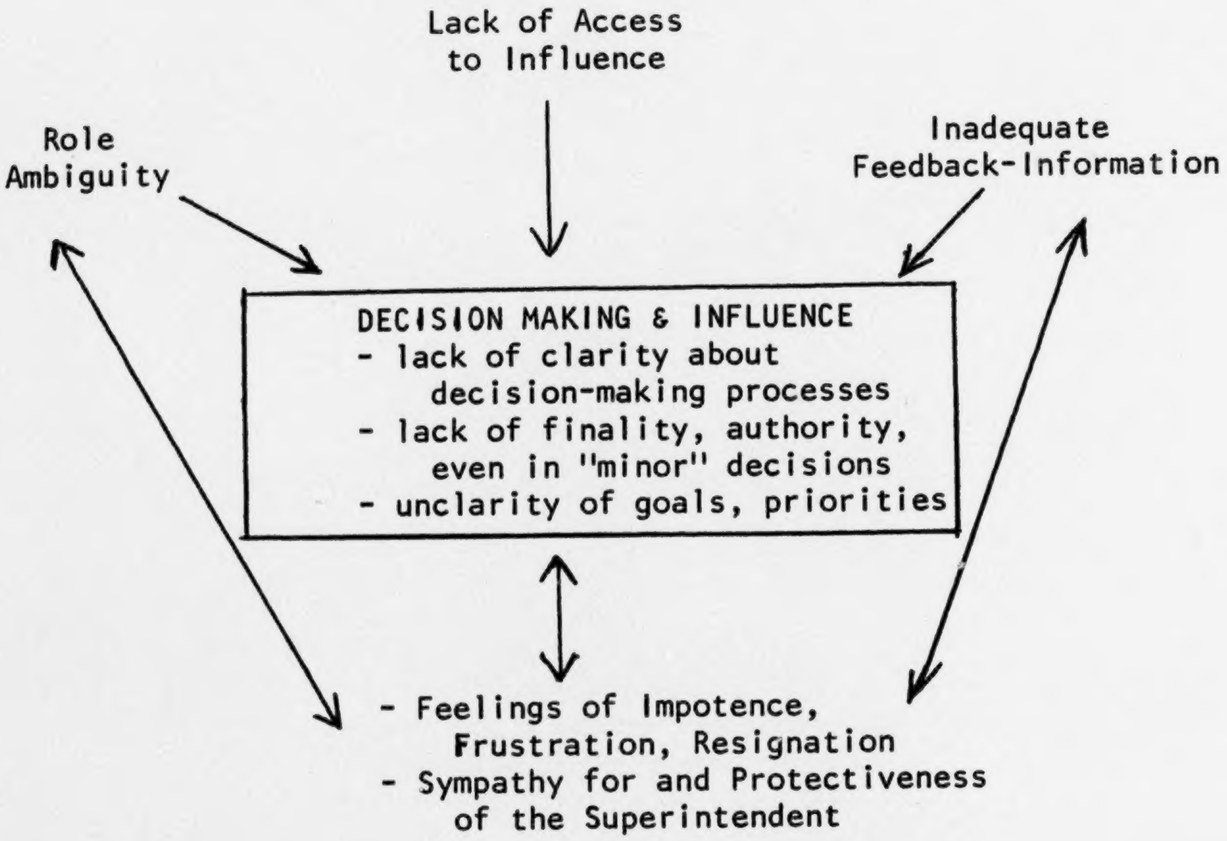
Observational Data. In addition to objective data obtained throughout the study, each school's specific project planned by their respective change-agent team may be seen as a kind of evaluation of the overall project. Appendix II (Part G) illustrates the problems finally chosen by the project schools. From an inspection of the problem definition it is seen that a whole range of issues were thought to be important to work on. The documentation section of this report presents the reader with the degree of progress and success achieved by the schools involved. The point to be made here is that the change teams did engage in considerable diagnosis of their school, and this is the first step to be achieved in any kind of change attempt - accurate definition of a problem to be worked on.

The CRUSK consultants also spent considerable time in diagnosing the system. From accounts mentioned earlier in the report it will be recalled that numerous staff meetings, board meetings, and negotiation sessions were attended by members of the CRUSK staff.

One of the diagnostic pieces presented to the Steering Committee was centered around the role of the superintendent. Figure VI illustrates the schematic approach used in presenting this part of the diagnosis of the system. It is based on a number of inputs gathered from various parts of the system - administrators (who discussed the role of the superintendent at one of the workshops), staff meetings, etc.

Figure VI

DIAGNOSIS OF ANN ARBOR SCHOOL SYSTEM


Lack of Access to Influence
Role Ambiguity
Inadequate Feedback-Information
DECISION MAKING & INFLUENCE
- lack of clarity about decision-making processes
- lack of finality, authority, even in "minor" decisions
- unclarity of goals, priorities
- Feelings of Impotence, Frustration, Resignation
- Sympathy for and Protectiveness of the Superintendent

The focal point for this part of the diagnosis centers around how decisions get made in the Ann Arbor school system. In general, there is lack of clarity about decision-making processes. To whom one goes for a particular decision is often not clear. Administrators, even in "minor" decisions, do not feel they have final authority. As a result of this ambiguity, individuals tend to take many problems to the superintendent, many of which could and should be made by administrators who report to him.

There are numerous other problems. As shown in Figure VI, administrators feel that they lack access to an influence system. They contend that there is inadequate feedback given when decisions are made. There is, in their opinion, little or no setting of real priorities. Goals are poorly defined. This general state of affairs lead to specific kinds of questions asked by the administrators.

First, in the area of Role Definition:

> What is my role or the role of the (administrative) group?
>
> What does the superintendent expect of me?
>
> How do all sorts of other people (e.g., peers, students, parents, AAEA, school board, etc.) define my role?
>
> With all these views of my role, and the pressures to change it, how does it get defined in the end? What part do I have in defining my role?
>
> How do I know if something is my responsibility or someone else's? If it is someone else's, whose is it?
>
> When I'm asked to do something how am I supposed to know how it fits in with the total picture?

Secondly, there are specific questions or concerns asked by administrators in the area of Access to Influence:

> I may not even be able to get to the superintendent, and when I do, it may not make any difference.
>
> Even the recommendations of groups don't get listened to and their part in the decision is unknown.
>
> If I go to somebody and don't get the answer I want, I'll take it right to the superintendent.
>
> I have to take even a minor decision clear to the top, and by the time I get an answer it may be too late.
>
> Even the superintendent's decisions have to please the board, and the only way we know what the board thinks is through the superintendent.
>
> Assumption: The only way you can influence the system is to get to the superintendent, and that's impossible.

Lastly, there are concerns in the area of Feedback and getting Information:

> There's no evaluation of programs, courses, etc.; things that get set up never get taken down.
>
> There's no interlocking, overlapping, or communication among people having comparable roles.

> When procedures change, we want to know and now we don't.
>
> We don't have the information we need to make the decisions we're supposed to make.
>
> If we only know what decisions are made, and how and why, at least we could feel more involved in the system.

Feelings resulting from the above perceptions are mixed. On the one hand, administrators feel frustrated, impotent and resigned. On the other hand, they feel sympathetic and protective toward the superintendent.

Conclusions. One of the serious drawbacks of the study in terms of questionnaire data concerns the short time interval between the two administrations of the questionnaires. For the project schools, the first administration took place in January. The second took place in June. It is not surprising to find essentially no change within the treatment schools or between treatment and control schools. To expect significant attitudinal changes to be reflected in questionnaire data is not to be realistic when the time interval is so short. This makes sense especially when one looks at the documentary interval and sees how the teams spent the majority of their time - building the resources within their own groups. It was not until near the end of the change seminar that the respective teams were prepared to launch projects in their buildings. In short, it is misleading to expect changes in objective questionnaire data in terms of team change at the building level. This is not to say that no change or changes took place in the buildings. The documentary materials would suggest that growth did occur, both within the teams, and in specific ways, in their buildings.

The most important use to be made of the data, it would appear, would be to consider them as a base line, to be used in subsequent work in the system, assuming that the project is continued.

III. SUMMARY & RECOMMENDATIONS

To simplify the organization of this section, it is divided into four segments covering the major aspects of the project. The segments are as follows:

1. Project Steering Committee
2. The Project's Impact upon the School System
3. Change-Agent Teams and Their Impact upon Their Respective Schools
4. Project Funding and Project Staffing

1. Project Steering Committee

Following the initial planning for the development of a proposal for this project and its subsequent funding, the original planning group was formally organized as the Project Steering Committee. Its most important function was to serve as the link between the outside consultant organization, CRUSK, and the school system; permitting the establishment of a collaborative relationship. This relationship was crucial to the potential success of such a venture in planned change.

The nature of an ideal collaborative relationship would involve a clear understanding of the interdependencies of the two engaged organizations. Simply stated, this would mean the outside consultant, CRUSK, would be dependent upon the client, the Ann Arbor Public Schools, for the development of a list of objectives concerning the direction for change in the school system. The school system would be dependent upon CRUSK for an overall design which would move the school system in the desired direction. Of course, the relationship is far more complex and the functions not nearly as dichotomous as that. However, the inability to clarify the position of either organization in regard to the direction or the overall design hampered the operation of the Steering Committee, and thus, the total impact of the project.

Early in the project, meetings of the Steering Committee were held with some regularity, sometimes averaging more than once a month. There was especially good contact during the period immediately surrounding the administrative workshops. Following the third workshop in November, 1969, the frequency of meetings diminished. Only two total committee meetings were held during the last six months of the project. Admittedly, there were reasons for this; school administrators are always busy and members of the CRUSK staff were involved with other projects. Whatever the reasons, the facts are that the collaborative relationship was impaired during a very critical period of the project's operation.

The impairment during this period would support the contention that there was not a clear understanding between the two organizations about the nature of the collaborative relationship. An example of that occurred during the change seminar when the CRUSK staff found themselves in the position of both directing the focus of the change in the school system and designing the strategies necessary to bring it about. This put the staff in the position of decision maker regarding the direction of the change processes, a position which should have been reserved for the Ann Arbor Public Schools. This was an unhealthy situation. The following recommendations are made to help eliminate the difficulties incurred during Year I.

Recommendations:

1. The Project Steering Committee be reorganized to include members of the groups who are involved with the project. That would include central office administration, central office curriculum coordinating staff, school principals, teachers, the principals' organization, the local teachers' organization, students, and community members and representatives from the outside consultants. There should also be some balance maintained between representatives of those groups who are actually involved in the project and representatives who are not directly involved in the project. For instance, if there were two representatives from the principals' group, one ought to be from a school that is involved in the project, while the other principal ought to be one who is not from a project school.

2. The Project Steering Committee should meet at least once a month.

3. The initial tasks of the Steering Committee would be to explore the nature of the collaborative relationship between the outside consultants

and other members of the Steering Committee which represent the school system by:

a. receiving from the outside consultants the framework within which they operate to achieve change in an educational setting;

b. developing the change goals toward which the system needs to focus its resources;

c. developing collaboratively a contract which would allow for individually tailored plans to be developed at each of the sites where the intervention would be operationalized.

4. Other agenda items for the meetings would inlcude:

   a. a progress report on the project from those involved in the project and from the outside consultant staff;

   b. a work session which would help develop the knowledge and skills necessary to re-negotiate the original contract when that is required. In effect, the work period would be a training session for the members of the Steering Committee using real issues as the content around which problem-solving and knowledge and skill development would take place.

2. The Project's Impact upon the School System

The main objective of the first phase of the project was to open up channels in the total school system which would permit the outside consultant staff the opportunity to work at the school level. In other words, to help the system see the need for change and be able to work in the basic unit of that system, the individual school building, for the purpose of affecting changes in the school's operation and thus, the system's operation.

At this point it is necessary to make a distinction between the "school system" and the "administrative family." In this segment of the Summary and Recommendations section, the term "school system" refers to all of the employees of the Ann Arbor Public Schools plus the primary clients of their services, the students. Also included as members of the school system are the Board of Trustees for the school district. The term "administrative family" refers to those employees who are in major decision-making positions for the school system, other than the Board of Trustees. It is this group of central office administrators and principals who is primarily responsible, even though the superintendent is held ultimately accountable by the trustees, for the general governance of the school system.

The administrative family of the school system has been involved in this project for nearly two years. However, the rest of the school system has not been involved to any great degree, with the exception of the Board of Trustees and the Treatment-2 school staffs. The administrative family was involved from the beginning, as members of the original planning group which developed the first proposal. That group eventually became the Project Steering Committee, where only one member, other than the CRUSK staff representatives, was from outside the family.

The major activities of the first phase of the project were the administrators' workshops, which were attended by the administrative family and two representatives from the local teachers' organization. In the opinion of the CRUSK staff, the three workshops were quite successful in that the administrators: 1) were generally knowledgeable about the overall objectives of the study; 2) were familiar with the general concepts of participative management theory; 3) had experience in using the concepts of participative management to create new methods of problem solving within the administrative family; 4) were given data which indicated perceptions of the school system by teachers and principals and data about how the administrative family viewed numerous professional opportunities in the system; 5) received additional data concerning the organizational climate at individual schools which compared the principal's perceptions with those of their teaching staff; 6) spent almost one entire two-day period surfacing problems in the operation of the school district; 7) were generally open to establishing a good working relationship with the CRUSK staff; 8) were generally supportive of the project; and 9) supported the staff to implement the second phase of the project at the individual Treatment-2 schools.

In addition, other activities of the administrative family could be related to the impact of this project. For instance, the major focus of the Walden Woods

Retreat held in October, 1969, was participative management. Another outcome, which could be related to the second workshop, was the decision by the principals in the system to organize into a separate bargaining unit. Still a third possible outcome was the way in which the prinicpals used the data they received about the organizational climate of their school buildings. Although the CRUSK staff did not check to see if individual principals did follow through with their intentions, a questionnaire administered at the session where the data were returned indicated that over half of the principals planned to use the data with other members of their school staffs. This new insight could lead to change.

There were some difficulties which arose during the administrator workshops or as a result of them. The major problem was the lack of attendance on the part of numerous members of the administrative staff during the second and third workshops. The CRUSK staff is not entirely certain why there were so many people absent. It may have been due to one or more of the following; 1) a lack of interest in the project; 2) a general disagreement with the concepts of participative management; 3) a dissatisfaction with the experiential model of learning; 4) the workshops' foci were not seen as relevant to specific jobs in the administrative family; 5) the perception that the CRUSK staff failed to plan or conduct the workshops so that they were worthwhile; or 6) that they believed they had more important things to do back at their office.

It is important to cover at least three of the above variables regarding the degree of absenteeism among the administrators. These three are; 3) dissatisfaction with the experiential model of learning; 4) the perceived irrelevance of the workshops' foci; and 6) the perception that work at the office was more important. Numbers three and four are very closely related. If the administrators did not accept the experiential model of learning, it would be logical to see the activities of the workshop as irrelevant and a wast of time. This then, forms a bridge between variables three and four and variable six, namely, that "I, as an administrator, have more important things to do at the office than stay here and play games." This really identifies a basic conflict which needs to be noted. On one hand what was offered at the workshops was seen by more than just a few of the administrators as irrelevant and a waste of time, while the Profile of Organizational Characteristics (Form A)on page 61 of the Evaluation section of this report, reveals that nearly 90% of those who completed the questionnaire at the first administrator workshop attached "great" or "utmost" importance on "being able to grow and learn new knowledge." On the same questionnaire, approximately 75% of the administrators responding believed there was insufficient opportunity in the system to grow and learn new knowledge. The three workshops provided the opportunity for knowledge and skill development, but there appeared to be another high degree of resistance to taking advantage of this opportunity.

What is the experiential model of learning and how does it compare to the more traditional models that are presently being used in most classroom situations? The traditional model for disseminating knowledge and information is based upon the concept that one person (the teacher) has more knowledge, skills, experience, and power than the other people who are present (learners). The expert then uses his resources to aid the learners who are on their way to achieve some degree of mastery in whatever the area of endeavor. Sometimes that takes the form of learning by listening, i.e., the lecture method, or by reading, i.e., the textbook method. Sometimes it takes the form of learning by talking back and forth with the "expert," i.e., the discussion method. Still other times the learning takes the form of doing something, such as singing, in music, or using clay, in art. The learning by doing model comes closest to the experiential model, which is built upon the assumption that the learner brings some expertise with him in the form of his own experiences, skills, and knowledge. The role differentiation between the expert (teacher) and the learner (student) is much less one of power and much more as learners together. This occurs because the experience which is set in motion is very open-ended and contains very few right or wrong answers. The four steps of the experiential learning model are; 1) the experience of a behavioral activity; 2) conceptualization of the experience, either through a lecturette or through a discussion with participants in the activity, by the instructor; 3) to generalize the concepts, either via a written paper or a discussion, to other experiences the participants have in their daily lives; and 4) practice of the skills that were derived from both the experience and the conceptualization so that they may be added to the participants' behavior repertoire.

In order to make use of the experiential model for learning, activities which place participants in life-like situations are required. Often these activities take the form of simulations or games. Therefore, it is logical to perceive the initial activity of the experiential model as "fun 'n games." However, below the surface are concepts which can only be learned effectively through the use of the process.

The time problem still remains. Why didn't the administrators have time for the workshops? The absenteeism, along with only surface participation by some of the administrators who were present, led the CRUSK staff to the following conclusion. The time and effort that it takes to keep the school system, or an individual school building, in daily operation, takes priority over all other activities in which administrators of the Ann Arbor Public Schools may be involved. It would appear that it takes priority over taking full advantage of professional growth and development even when the opportunities are presented at times when they should be convenient to attend. Daily operation should be the number 1 priority, but not to an extent that excludes other, also important, priorities.

There is evidence in the school system and in the community-at-large which would support the fact that other priorities are not receiving sufficient emphasis.

One piece of evidence, which seems quite clear, is that the school system is not on good terms with a number of factions within the Ann Arbor community. Another area which was identified several times during the project was the setting of educational objectives and priorities. What are the aims and objectives of the system's educational program? How are these transfered into the learning process? Another bit of evidence comes from the second administrator workshop where one administrator asked, "Why do we always react, instead of act?" When the leadership of any organization is almost totally involved in the day-to-day operation of the organization, then other areas such as planning, professional growth and development, community relations, program evaluation etc., are bound to suffer. From the CRUSK staffs' experience in this project, it appears that the administrators have a very difficult time backing-off and attempting to get a new perspective on what the school system is doing and why its doing what it is.

As a result of the three workshops and the time spent observing the activities within the administrative family, and between that group and the Board of Trustees of the school district, the CRUSK staff developed a diagnosis of the Ann Arbor school system. Without repeating pages 74 and 75 in the Evaluation section of the report, a brief review should give the flavor of the findings.

1. There is a lack of clarity about the decision-making process in the school system.
2. Administrators feel that they do not have final authority.
3. There is a lack of clear role definitions for administrators within the system.
4. Administrators feel that they have very little influence in the decisions which are made in the system.
5. There is a lack of established communication patterns, making it difficult to get information and difficult to get feedback on new situations or alterations which may have a bearing upon decisions that are being made.

In conclusion, the CRUSK staff sees the need for some real problem solving within the administrative family. It is crucial to the effective operation of the school system to rectify some of the above listed situations. Priorities for the school system should be revised.

As the project moved into phase two, the CRUSK staff had its first experience with non-administrative role group members within the system. The issues the participants raised at the first change seminar session seemed significant. These issues maintained their significance throughout the duration of the work in phase two and need to be summarized here. There seemed to be two basic issues, trust and commitment, from which numerous others radiated. One trust issue seemed to center around the relationhip that existed between the chief administrators of the system and the CRUSK staff. Some of the participants wanted to make certain the whole project was not a conspiracy to maintain the status quo rather than to make real changes in the system. This indicated mistrust of both the central administration and the outside consultant staff, which is not an unusual occurence when working in a school system. It was the opinion of the CRUSK staff that the seminar participants were able to work through the trust issue and realize that no conspiracy to manipulate them existed. If that had not taken place, the project would not have had the success that it did.

On the other hand, the trust issue was not worked through with the central administrators. Only one of the three to five central office administrators requested in the proposal was present at the initial session of the change seminar. This was interpreted by the seminar participants as the lack of commitment to the project from central administration. There was additional concern expressed about the issue of released time, which the participants wanted. At one point during the first session, the released time issue was a prerequisite for one team's participation in the seminar. At a later session the participants interpreted the released time issue as another indicator of the central administration's lack of commitment to the project. A decision was made by the seminar participants for a group to visit the superintendent to formally request funding of released time. "If the central administration is committed to this project, they will provide released time for the participants." Following the announcement that Year II of the project, which included released time for team members, would not be funded by U.S.O.E., a group of representatives did visit the superintendent and reported back to the seminar participants that no funds were available for released time. When this was reported, it was accepted by almost all of the participants, since generally they were involved in the change seminar to the extent that they would continue to attend, even if released time was not available. The Ann Arbor Education Association was able to raise funds which were used to provide three half-days of released time for team members at the three schools. The CRUSK staff also perceived a general feeling that participants did not require the working through of the trust and commitment issues with the central administration at this point in the seminar to be able to implement their individual change projects. Teams thought they were capable of moving ahead on their own. In one sense that was a logical premise for them to make, as they didn't necessarily need any additional support from the central office to intervene in their own school. However, since the overall objective of the project was systemic change, it was also important for the seminar participants to test the commitment of the leadership of the system.

One of the failures of the change seminar was that the three change-agent teams became so intensively involved with their individual schools that they were never able to join forces to move on issues which were common to all teams. That could very well have stemmed from the inability of the team members to work through the issues of commitment and trust with the central administration. In other words, the teams were content to work at their own site, and see what could be accomplished there.

It is the opinion of the CRUSK staff that this posture by the change-agent teams did inhibit the impact of the project upon the system as a whole. Even though the staff tried to deal with the competitiveness between groups by attempting to transform this energy into collaboration, all of the efforts fell short. In reviewing this difficulty, it again occurred to the staff that the base from which the change efforts stemmed was too narrow. More of the school system and the community needed to be brought into the planning and the operation of the project. Some additional motivation was needed for the project to have a greater systemic impact. That impetus could have come from the chief administrators of the system or it could have come from outside the employees of the Ann Arbor Public Schools, namely from students and/or community. Involvement of these two groups are crucial in instituting real changes in any long term project of this type.

Baseline data were collected from the individual schools within the system by administering the Likert questionnaires in June, 1969. With the lack of funding for Year II of the project, funds were not available for the processing of the questionnaires which were to have been re-administered at the end of the 1969-70 school year. However, since attempts were being made to refund the project, thus allowing for later processing, the CRUSK staff requested that the data be collected. Therefore, the Likert questionnaires were administered at all of the schools in the district in June 1970. However, those questionnaires have yet to be processed.

The following recommendations are made to help eliminate some of the difficulties incurred during the operation of the project.

Recommendations:

1. A method needs to be developed to involve additional people from the school system in the project. The administrators were heavily

involved since the project's inception, but the experiences and learnings should be shared by more members of the school system and the community. (Expanding the base of the Project Steering Committee, Recommendation #1, page 78, is one way to do this.)

2. The curriculum coordinating staff should be involved in any workshops which are designed for administrators, because of the fact that these staff members serve a linking function between the schools in the system and the central office.
3. The chief administrators of the school system need to legitimize and support professional growth and development of the administrative staff members as an inservice function.
4. The priorities of the administrative family should be revised. The processes of decision making, patterns of influence, and communication channels need attention.
5. The priorities of the school system should be revised. The emphasis upon the day-to-day operation of the system is too great because it is excluding such other activities as effectively dealing with the community, the process of planning, program evaluation, etc.
6. Careful thought and exploration should be given to the idea of requesting outside help with the process of reordering priorities both in the administrative family and in the school system as a whole.
7. If changes in the school system are to become a reality, the leaders of the school system, with the support of the Board of Trustees, are going to have to commit much more effort and support. Long-range organizational change needs to be legitimized through constant attention, emphasis, and commitment of resources.
8. The data collected with the Likert questionnaire in June, 1970, should be processed for comparison with the data collected in June, 1969.

3. Change-Agent Teams and Their Impact upon Their Respective Schools

The only change intervention into the school system focussed at the individual school level, throught the use of the school change-agent team model. This segment of the Summary and Recommendations section deals with 1) the change team formation, 2) the change seminar, 3) the interventions of the change-agent teams, and 4) their impact upon their respective schools.

It was originally anticipated that the three administrator workshops would be held before school began in September, 1969, which would have left the month of September for the formation of the change-agent teams. The change seminar would have been conducted from early October until Christmas vacation. Then the remainder of the school year would have been spent implementing and evaluating the changes the team would have developed during the seminar.

That was not the way the project was actually operationalized. Although the first two workshops were held during May and June, 1969, the third workshop, where the project schools were selected, was delayed until November. Teams were then formed, and the change seminar commenced on January 15, 1970. The final meeting was held on April 16, which left about seven weeks available for the implementation of the change projects. Those seven weeks are among the busiest weeks in the school year, and without a doubt, strategically the poorest time to implement any type of change in a school building.

There was a great deal of variance regarding the impact of the change-agent teams upon their respective schools. Certainly some of that variance was due to the delay which was discussed above. However, other variables also made their contribution. These were some of the most important findings of the project. The variables which seemed to have been significant in terms of the change-agent team's impact upon its respective school are listed below:

1) the process used to select team members;
2) the primary motivation for participation as a team member;
3) the degree to which the team membership was representative of the total school faculty;
4) the degree to which the team attempted to maintain communication its constituents;
5) the degree of support from the principal for the team approach;
6) the degree of cohesiveness the team was able to achieve; and
7) the degree to which the team was able to develop, maintain, and utilize the resources of the group in creating the change project,

developing implementation strategies, implementing the steps of their design, and evaluating the effectiveness.

To a lesser extent, the following variables had an effect upon the team's impact:

a) the total number of staff memebers in the school building;

b) the organizational structure of the school building;

c) the ability of the team to meet regularly on school time; and

d) the clarity of the initial presentation by the principal and a CRUSK staff member to the school staff regarding the objectives of the overall project and specifically the role and functions of a change-agent team.

The first three main variables, selection process, motivation, and the degree to which the team was a representative sample of the total faculty, were very closely related. Evidence supports that one team which was selected by its total faculty from those candidates who publicly stated that their motivation for participating was to attempt to implement changes within the school had the greatest impact upon their school.

The fourth main variable (the degree to which the team attempts to maintain relations with its constituents) was also related to the success of the change teams. The team that was elected as representative of the total faculty has a responsibility to the electorate. However, that responsibility goes two ways. Simply stated, the representatives (team members) have a responsibility to communicate back to the electorate (school faculty) what has taken place at the meetings they have been attending. On the other side, the faculty has the responsibility to listen and question their elected representatives and to benefit from their learnings.

Moving on to the next three variables, principal's support, degree of cohesiveness, and the actualization of the group's resources, it was evident that these were closely tied to the first two variables and the change seminar.

The CRUSK staff placed a high priority upon team building as an objective of the change seminar. Among the characteristics of a team (cohesive group) one finds openness, honesty, trust, interdependence, and a considerable amount of agreement as to purpose. If such aspects as these are not a part of a change-agent team, then it cannot be considered a true team. Also, without a certain level of cohesiveness, the development, maintainence, and utilizaiton of the resources present in a group is greatly impaired. The principal proved to be a key person on the team, as he is in a school. Without his support, that is, real behavioral evidence, the required level of cohesiveness was impossible to reach.

In summary, persons who wish to become members of change-agent teams need to publicly state their motivation for participation, need to be elected by the total school faculty, and need to have behavioral support of the principal for the change-agent team model to have the greatest opportunity for reaching its potential. The general agreement on purpose and the principal's support need to continue to be present in the team building process, if cohesiveness and actualization of resources are going to take place. Cohesiveness and actualization need to be achieved if the team's change efforts are going to have any real impact upon their school.

The second set of variables which affected the impact of the change-agent teams upon their schools need only a brief review. It appeared that schools with a smaller staff, not directly organized into departments, were easier for the team to make the changes they desired. This is really just another way of saying that elementary schools seemed less resistant to change than secondary schools.

Meeting during school time was not a critical factor during the first year. However, if the process of change is going to be legitimized in the school system, released time will have to be provided on a regular basis for change-agent team members. During the second administrator workshop, the synthesizers expressed this, "one of the problems the total group [the school administrators] faces is that change is not academically respectable." This lack of respectability serves as a barrier to organized change projects. Support and legitimacy must be given to the process of change by those with power if they expect change to take place in the system.

The final variable was quite important. The evidence seemed to support the fact that the CRUSK staff members who made presentations to the Treatment 2 schools did not effectively communicate with the school staffs. Even as the staff looked back over the experience, there were considerable differences of opinion about the content of the presentations. The result of the staff not being fully clear about content was the coming together of teams whose selection processes differed, members who had no conception of what a change-agent team was or did, misunderstandings about the time, date, and length of the change seminar, etc. Fortunately, the CRUSK staff was able to clear up all of these miscommunications, with the exception of team selection process, about which nothing could be done after the seminar was underway.

The process of team members selection and the results of that process proved to be an asset to one of the teams and an overwhelming handicap to the two others. The first team, whose selection process was described in some detail above, also had the advantages of maintaining communication links with their constituency and full support from the principal. They eventually achieved the necessary degree of cohesion and resource actualization to successfully implement their change project with their total school staff. The handicaps incurred with the selection process utilized by the other teams tended to mitigate against the development of the level of cohesion and resource actualization which would result in successful change efforts within their schools. Below is a description of the processes utilized by the other two teams.

One of the change-agent teams was composed of elected members as well as volunteer members. The other teams membership was open to anyone who was interested in participating in the change seminar. Thus, members could have joined their school teams for any variety of motives. That is exactly what happened. Some staff members joined for very personal reasons, others came because their friends were there, and at least one person admitted that he came to find out about the "magical process" of planned change. Through the use of volunteers, it would only have been by the most remote change that either of these two teams would have been representative of their school faculties. Also, for the same reason, these teams did not have any particular constituency with which to relate. This was the state of affairs as the three change-agent teams entered the change seminar.

The following services were to be provided by the CRUSK staff to the three change-agent teams.

1. Help the school change-agent teams:
    a) diagnose and assess the school situation;
    b) develop an action plan;
    c) design an implementation strategy;
    d) implement the action plan
    e) evaluate the results of the action; and
    f) sustain the change, if it is evaluated as successful.
2. Provide a seminar for the change-agent team members which would focus upon:
    a) training in theories and techniques of participative management;
    b) developing cohesive teams;
    c) developing diagnostic skills;
    d) using questionnaire data;

e. becoming sensitive to problems; and

f. developing problem-solving skills.

The CRUSK staff further enlarged upon the above objectives by specifying definite objectives for the three periods of the change seminar. The objectives of the first four week period were to encourage personal change, to develop interpersonal skills, and to gain knowledge about how people work together in groups. The objectives of period 2 were to develop the concepts of the process of organizational change and to undertake the process of building cohesive teams out of the groups of people who were representing each of the three schools. The third period contained these objectives: the development of a sequential group problem-solving methodology; the development of a change project (intervention) for the respective schools; the development of the strategies for implementing the change project; the performance of the actual implementation steps; and the evaluation of the effect of the intervention.

In general, the change seminar was quite successful. Specifically, the following objectives were accomplished:

1) The participants in the seminar did show evidence of personal growth, interpersonal skill improvement, and knowledge about group process. This whole area was the focus of much discussion during the entire experience. This conclusion was based both on self-report data from the participants during the evaluation session and the behavioral data observed by members of the CRUSK staff.

2) The participants did show familiarity and some understanding about the process of organizational change.

3) The process of team building was quite successful considering the factors which were discussed above. All of the teams reached some level of cohesion, although these differed from team to team.

4) Each team developed an understanding of the sequential problem-solving model the staff presented.

5) All of the teams developed a change project utilizing the problem-solving model. The change project was based upon their diagnosis

of the school's environment and the utilization of the data from the Ann Arbor School System Questionnaire. The process of sorting through their own observational data and the quantitative data from the questionnaire, then making a decision as to which problem needed solving, was difficult work. Yet, it was also very rewarding in terms of coming to grips with other team members that one works with everyday, but never has the time to engage to this depth.

6) All of the teams developed strategies and a design to implement their change project.

7) Each team used a design which involved a presentation to the total school staff and implemented their designs. True, not all of them were successful, nor did any team totally resolve their problem with the first step of their implementation plan.

8) All change-agent teams performed the evaluation phase of their problem solving process. Two were able to redesign other action steps. One of those was able, through a series of steps, to complete the process which they set out to do. The other team was able to implement about three steps in their plan.

9) Only one of the teams was able to sustain a major change in its school.

10) The change-agent teams, which were formed during the winter of 1969-70, were in the following condition in the fall of 1970. One team is still active. A second team has several active members and is planning to become more active and add new members. The third team is not active as a unit.

The major failing of the seminar was that the CRUSK staff attempted to fit too much content into the amount of time alloted for the seminar. The participants were generally familiar with the concepts of organizational change, but the conceptualization of this particular field was only briefly touched. Even though it was an important item, there just wasn't time to fit it in. The second area was the development of the skills known as change agentry. Change agentry refers to skills of transforming objectives into action, which center around strategy making, knowledge of experiential learning, and activities or methods which can be pieced together to form a design for an intervention. The CRUSK staff found they had to complete the design, as there was just no time for the team members to develop these skills in the context of the change seminar.

There were two other difficulties which hampered the effectiveness of the change seminar. One was the inadequate number of central office administrators who were to perform the role of link pins between the school change teams and the central office. The proposal called for three to five link pins. The CRUSK staff received the names of three people, one came very regularly, a second came to two sessions and the other person never came at all.

The second difficulty was quite minor, but worth mentioning. It involved a strategy the staff used in regard to organizational change. The staff capitalized on the use of personal growth to get the interest of the participants. However, that was somewhat of a trap, as this was, for some participants, the major motivating factor for joining their school teams. Consequently, while most of the participants were very happy with the first four week period, some were not anxious to move on to the organizational change level, which was, of course, the major emphasis of the whole project.

The point made in the evaluation section about the quantitative data from the Ann Arbor School Questionnaire was that there were no significant changes in any of the items. Therefore, it would be safe to conclude that the interventions employed by the change-agent teams did not affect the attitudes which are reflected in the questionnaire.

There were several explanations for this. One was, that once employees become aware of, or are sensitized to, problems in the organization, they become more evaluative and more critical of the situation (Likert, 1967). Another was the delay in the change seminar so that the time change-agent teams had to work with their staffs was decreased from five months to seven weeks. A third was the fact that the questionnaire was not administered at the beginning of the school year and at the end as was planned. It was administered in January and again in May, which was a very short amount of time to show significant changes in attitudes.

In conclusion, it should be said that, even though the quantitative data showed only very minimal changes in teachers' attitudes during the period from January to May, 1970, observational data and self-report data show that some considerable changes were made. True, most of it took place with those who were involved in the change seminar, but some of those changes spread out like waves moving away from a pebble dropped in a quiet pool. The reallocation of classrooms at one school, the continuation of conducting staff meetings with small groups at another, and the experiences and skills gained from a weekend retreat for teachers at a third, are all examples of changes which came about as a result of the impact of the project.

The following recommendations are made for projects of this type to help eliminate the difficulties incurred during Year I of this project.

Recommendations:

1. The school system and the outside consultant staff should collaboratively arrive at a realistic time table for the project and attempt to stay within it.

2. The following process should be used for the selection of change-agent team members:

   a) take the necessary time to carefully outline the nature of the project in the school system and at the specific school. Also carefully review the role and functions of an educational change-agent team which would be formed at that school;

   b) see that there is a firm commitment from the school staff and the school principal to the process of change through the use of the change-agent team model;

   c) attempt to identify the different factions on the school faculty, through the use of the outside consultant staff;

   d) identify one or more members from the different factions who would be interested in working toward change in the school; and

   e) see that the members of that faction elect one of the interested people from their group to serve as a member of the change-agent team.

3. Those people who are elected as members of the change-agent teams should be provided released time from their normal tasks to build a cohesive team. This would legitimize the team's existence and the importance of change to the school system.

4. A change seminar which would meet one-half day per week, for a semester, would provide ample time to cover the material necessary for the building of effective change-agent teams.

5. A strong effort should be made in the change seminar to focus on the improvement of organizational effectiveness, rather than on the personal growth of the participants. Work at the interpersonal level should only take place when it impairs the ability of the group to work at the organizational level.

The following recommendations are made for the continuation of this project:

1. The Ann Arbor Public School Questionnaire be administered again during January to monitor any changes which may have occurred in the three treatment 2 schools.

2. Additional efforts should be made to gather qualitative data in a systematic way, since there is real difficulty in gathering quantitative data in schools. There are no variables similar to profit margin, worker productivity, etc., which are readily available in the business and industrial field for quantitative analysis.

3. The work which was begun during Year I in the three treatment 2 schools should be continued.

4. Members of the respective change-agent teams should be involved in the planning of any type of work which would be undertaken in the schools in the future.

4. Project Funding and Project Staffing

The CRUSK staff looked at this project as the beginning of a three to five year effort in organizational change. The first question raised is where does the money come for such a long term action-research project? It was the understanding of the CRUSK staff that the U.S. Office of Education would provide a minimum of two years of funds through the Education Professions Development Act. That proved to be untrue, as, just after the second phase of the project began, U.S.O.E. sent the school system a letter stating the funds for the second year of operation were no longer available.

The loss of the second year of funding was a real setback to the project staff, because it potentially meant that the project would end at a very inopportune time or there would be a delay between the end of the first year and the securing of funds for Year II. In either case, work that had already been done in the system would suffer. Since the first year of this project was devoted to opening up the system to change, only the first steps in the plans had been completed. Under these conditions, to affect closure in this long-range project was impossible.

With the delay which resulted from the lateness of the third administrator workshop, there were insufficient funds to complete the change seminar, the final administration of questionnaires, etc. The school system and CRUSK had to provide funds for the final three months of the project's operation. There were other indications that the original grant was inadequate. For instance, the plans for the development of a student questionnaire to be used at the project schools was dropped because of insufficient funds. The CRUSK staff was not able to hire additional personnel to help process questionnaires so that the results were available in time to make them as useful as they could have been. Some considerable amount of questionnaire data still needs computer preparation and processing. Documentation from the administrator workshops was inadequate because the project could not afford to pay the number of documentors which was necessary to do the complete job. On pages six and seven of this report are the names of thirteen people who volunteered many hours of their time to make this project successful. There seems to be no doubt that the amount of money for the first year of the project was inadequate for the amount of work which was projected in the proposal.

When a project has funding problems, it also has staffing problems. This project was no great exception. As has already been stated, there was a need to request volunteer time from colleagues at CRUSK and there was no provision for a documentation staff. In addition, all of the CRUSK staff members were assigned part-time to the project with the exception of one staff member who moved to full-time during the last five months of operation. At certain points during the operation of the project, it was necessary for the CRUSK staff to impose upon professional colleagues to serve as staff members without compensation. It is very difficult to get competent staff in situations like this and to brief them so that they could be effective.

The whole issue of locating competent staff for a long-range change project poses another problem. At the outset of the project, only one member of the staff was qualified in the area of long-range organizational development in schools. In addition, one of the volunteers was also well qualified in that area. However, as the project moved on, people with varying degrees of competencies worked with the staff or became a part of it. By the time the change seminar began, there were three members of the staff who had developed a sufficient level of competency to serve as senior staff with the three change-agent teams. In addition, there were three staff members who were able to serve in a junior capacity, working with the senior staff in the school teams. Even though the staff began with a low competency level, by the end of the project, the staff had achieved the skills and experience that would be required to operate the project at the high level projected in the Year II proposal to E. P. P. A.

In conclusion, there are several statements which need to be clearly made. They are listed below:

1. To launch what at the outset is a 3 - 5 year project demands more certainty that funding will be available than was the case in the

first year of this project. Once staff and/or participants have had a good deal of their energy consumed by making sure that the sufficient funds for the completion of the first year of a project are obtained, the project and the staff are bound to suffer.

2. Expectations of work output from the outside consultant staff must be brought into line with the capabilities of that staff to produce a high quality long-range change program. The quality should not be sacrificed for the sake of quantity.

3. The contract between the school system and the outside consultant staff needs to be more flexible, so that alterations can be made when the need arises, rather than be hampered by a document which requires that all parts of the contract be met, even though the situation has changed and the proposed strategies are no longer applicable.

4. It is difficult to hire experienced staff for organizational development for projects in schools as there are not enough persons trained in this field. The capabilities of the staff need major consideration during the exploration of the scope of this type of long-range change project.

Listed below are several recommendations which would help eliminate the difficulties incurred in the project during Year I of its operation:

Recommendations:

1. The Project Steering Committee should immediately begin to explore the possibilities of finding a source to provide a minimum of three years of funding for this long-range organizational development project which provides the necessary flexibility regarding the change program and use of funds.

2. The Ann Arbor Public Schools do whatever is necessary to commit the administration, school board, teachers, students and community to follow through on a three-year change project.

3. The contract between the school system and the outside consultant remain flexible and insure that the work output is in line with the consultant staff capabilities and the school system's commitment and ability to participate.

APPENDIX I

Administrative Workshops I, II, and III

GROUP DECISION-MAKING EXERCISE (Workship I)

NASA

DECISION BY CONSENSUS

By Jay Hall

INSTRUCTIONS: This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

________Box of matches

________Food concentrate

________50 feet of nylon rope

________Parachute silk

________Portable heating unit

________Two .45 calibre pistols

________One case dehydrated Pet Milk

________Two 100 lb. tanks of oxygen

________Stellar map (of the moon's constellation)

________Life raft

________Magnetic compass

________5 gallons of water

________Signal flares

________First aid kit containing injection needles

________Solar-powered FM receiver-transmitter

GROUP SUMMARY SHEET

	INDIVIDUAL PREDICTIONS								GROUP PREDICTION
	1	2	3	4	5	6	7	8	
Box of matches									
Food concentrate									
50 feet of nylon rope									
Parachute silk									
Portable heating unit									
Two .45 calibre pistols									
One case dehydrated Pet Milk									
Two hundred pound tanks of oxygen									
Stellar map (of the moon's constellation)									
Life raft									
Magnetic compass									
Five gallons of water									
Signal flares									
First aid kit containing injection needles									
Solar-powered radio									
Indiv. Aver. Scores: (Sum of dirrerences /15)									

Group
(Sum of Differences
-15)
Over-all Average Score
for individuals:
(sum of indiv. aver. -N of indiv.)

TOWER BUILDING (Workshop I)

GENERAL DESCRIPTION OF EXERCISE

Following is the description of an exercise which will involve you in the accomplishment of several tasks during a brief period of time. Its purpose is to provide an opportunity for each of us to share an experience together which may be helpful as we work toward developing more clearly an understanding of work-related situations, problems, and new approaches.

General Situation

The total group will be divided into five subgroups. Each team will work independently. At the end of a specified time, the accomplishment of each team will be evaluated by the members of a judging team who will decide which team has done the better job.

Time Limits

The exercise will last 45 minutes. This time will be used for both planning and organizing among team members as well as the actual production of an object by the team members.

Team Tasks

Each team is asked to complete the same tasks but will, of course, be working independently. The three tasks are:

1. Construct a tower using only the materials provided.
2. Select a negotiator for your team.
3. Select a spokesman who will present your team's tower to the other groups and to the judges. It will be this person's job to point out the strong points of the tower--why it's the best one, etc.

Ann Arbor School Workshop
Post-Meeting Reactions

April 30, 1969

What specific part of today's session did you find most MEANINGFUL? (Please specify kind of activity and content.)

--Process-content. Fantasy predictions.

--NASA activity. Would have liked additional analyses.

--First activity of sharing strengths and weaknesses with one person.

--NASA activity as it related to group decision making.

--Revealing strengths and weaknesses.

--Beginning session - non-verbal and small group. NASA experiment.

--The group "content" and "process" session. Identification of roles.

--Group of 5 people looking back and predictions.

--Effort to construct a "past" and a "future" for colleagues. The influence of current perceptions was especially revealing.

--Sharing strengths and weaknesses.

--Group of 4 trying to communicate about each other.

--Small group histories and prophecies.

--The NASA

--Analysis of relation between expertise and shared decision making.

--Non-verbal mingling.

--Group interaction in Moon Item.

--Fantasy exercise.

--Past and future exercise.

--Morning exercises. Body contact exercise. Fantasy exercise.

--Moon list group discussion.

--Evaluating the group discussion.

--The chain of events that influence our behavior which influences the behavior of others.

--Morning group in which we shared fantasies and predictions concerning others in the group.

--Sharing self likes and dislikes.

--The moon exercise. The fantasy portion.

--Group decision on items of importance on the moon.

--NASA Exercise. Group action in a very important manner.

--A.M. small group. Fantasy role. Predicting future of each other. We learned more about each member of our group--their history, their likes and dislikes.

- --Fantasy of past and future of self and other group members.
- --Fantasy exercise and last exercise.
- --Pairs. Small groups projecting--past and future. NASA task. Content/ observer roles and exchange (circle stuff).
- --NASA exercise.
- --The final 'act' where 'content' and 'process' came into play.
- --Self analysis at beginning and subsequent discussion.
- --Last activity--group inside being observed by those outside of the circle.
- --Non-verbal activities which started the day and focused on interpersonal communication. (Perhaps the fact that these were first gave them greater impact???)
- --Strengths and weakness session. Background of others. Commitment to do a good job.
- --Group action and explanation of group action in arriving at NASA task.
- --Introduction of my partner to the group--it demonstrated that I had listened carefully.

What part did you LEARN THE MOST from (kind of activity and content)?

- --Process-content. NASA.
- --NASA activity.
- --First activity of sharing strengths and weaknesses with one person.
- --Final sessions on group process.
- --Revealing strengths and weaknesses.
- --Beginning session.
- --The group "content" and "process" session. Identification of roles.
- --Didn't learn. Really enjoyed. Got a chance to get feedback on other's perceptions.
- --NASA questionnaire.
- --Group of 4 trying to communicate about each other.
- --NASA group decision.
- --Group interaction.
- --Analysis of relation between expertise and shared decision making.
- --Non-verbal mingling and discussion.
- --Not certain
- --Circle toward end of the p.m.

--Concensus exercise and leadership role in past.

--Fantasy exercise.

--Moon list group discussion.

--Process of group interaction.

--NASA

--NASA exercise.

--The moon exercise. The fantasy portion.

--Group decision on items of importance on the moon.

--NASA exercise--group action in a very important manner.

--A.M. small group. Fantasy role. Predicting future of each other. We learned more about each member of our group--their history, their likes and dislikes.

--Content/process sessions in which the relevance of the day's activities were discussed.

--Fantasy exercise and last exercise.

--NASA task.

--NASA exercise and clarification and experiencing the circular process.

--The final 'act' where 'content' and 'process' came into play.

--Group reaction at end of day.

--Interaction between outside and inside group.

--Non-verbal activities which started the day and focused on interpersonal communication. (Perhaps the fact that these were first gave them greater impact???) "Process" observing in final exercise.

--Past fantasy. Future.

--The group decision making.

Anything you would liked to have done MORE of?

--More NASA-type exercises in problem solving.

--NASA activity--would have liked additional analyses.

--No

--Further discussion on relevance of day to us.

--No--seemed well-balanced.

--Time is always confusing!

--Yes--close encounters.

--More discussion of the group process.

--More discussion of relevance of the day.

--In-depth process analysis.

--Analysis of relation between expertise and shared decision making.

--The fishbowl.

--Developed last discussions a little more on a time basis.

--Leadership part.

--Similar to moon list in a different group.

--Anything to show how different people have different feelings and beliefs and how to cope (work with) them.

--No

--Fantasy

--Group reactions to experiences.

--Discussion of relevance at end.

--Yes stayed in the small group longer.

--Yes--the preceding activity--content/process.

--Last exercise.

--NASA task. Content/observer stuff.

--Longer discussion of relevance (last exercise).

--I don't think so.

--Group reaction at the end of the day.

--More time should have been spent with the circles with school system people.

--No

--Strengths and weaknesses contained in a typical school organizational structure.

--How to apply to faculty groups.

Anything you would have liked to have done LESS of?

--Consultants talk.

--The "fantasy" experience would have been better in a smaller group.

--No

- -Eye to eye.
- -Listen to staff.
- -Selection of partners through milling.
- -Astronaut activity would have been as meaningful to me if related to me rather than my experiencing the activity.
- -Lectures.
- -No.
- -The NASA thing.
- -Uncomfortable in non-verbal activities.
- -Eyeball to eyeball work.
- -P.M. exercise.
- -Morning--1st part. Fantasy part in 2nd part was better because it prompted talk that helped people know each other better.
- -No
- -No
- -Evaluation of day in small group.
- -No
- -Eye to eye contact had little personal meaning.
- -No
- -Undecided
- -Eyeball?
- -Non-verbal mulling, although I recognize its need to establish significance of non-verbal data as a communicative input.
- -Eye to eye non-verbal communication.
- -Too much time spent on getting acquainted non-verbally.
- -No
- -Milling
- -Eyeball to eyeball.

In your opinion what was the MAIN THING today's session accomplished?

- -Group interaction--construction criticism.
- -Awareness as to where we are as a team.
- -Made us question our set ways of doing things.
- -Break down of some interpersonal barriers.

--Got people in the group talking with each other.

--Importance of verbal and non-verbal communication.

--Loosening up. Preparation for cognitive presentations.

--More understanding of each other.

--Begin to establish common experiences leading to possible change in management.

--Pay attention to what was said.

--Some have personally decided to change style of leadership.

--Unfroze the system, with the exception of a few uptight people for whom the ice is far too thick.

--Working and interaction in group processes.

--Greater awareness, subtle behavior.

--Introduce us to the basic tools needed in situations requiring greater involvement of staff.

--Putting people uptight.

--Set all of us thinking about the way we function in groups and as leaders of groups.

--I hope it sets the stage for tomorrow.

--Individual awareness of people's feelings.

--Break down some inhibitions--get to feel freer in discussion with others.

--Opened up some awareness as to some of the kinds of things that can have meaning in administrative style.

--Developing sense of oneness. Introduction of group decision making notion.

--To provide experiences.

--Made us more aware that every member had valuable ideas.

--Better communication between people.

--Increased awareness of factors affecting perceptions of others.

--Made me more tolerant of others views.

--Freed up communications, provided a common backdrop of experience and conceptualization.

--Giving added insight into how group operations and communications may be enhanced.

--Other ways to receive communication of how people feel other than verbally.

--Breaking down some communication barriers in the group--via preventing existing patterns and habits from regulating behavior.

--Acquainted administrators with techniques and experiences in dealing with others, those whom we profess to know.

--Importance of interaction--how to listen with my eyes.

--That administrators have many diverse views.

TOPICAL GROUP - LEADERSHIP PROCESSES (Workshop II)

The topical group on leadership processes was to consider the data on the following four items: Extent to which superiors have confidence and trust in subordinates (System 3 description...quite a bit of confidence and trust. Still wishes to keep control of decisions); extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior; extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them; and, kinds of attitudes developed toward organization and its goals.

One member of the group assumed leadership at the outset. He continued throughout the discussion in the role of clarifier/conceptualizer sometimes moving the group away from touchy issues back to the realm of the abstract. The role of "documenter/chart maker" also fell to this group member since no one else appeared motivated to note down the material to be taken back to the larger group. Participation was limited. Initially three members carried the entire discussion. At break-up time all members of the group had made some kind of input, but the discussion was still being carried primarily by the initial three.

Discussion initially centered around the feeling that accountability is a prime obstacle to movement toward System 4. The three-cornered discussion revolved around interesting roles. One member was highly open and questioning, another clarifying without taking a personal stand, the third defending the conservative side, e.g., 1...can have a great deal of confidence and trust without decision making in the final analysis...accountability rests on the top man's shoulders... 3...don't see as incompatible...comfortable with System 3 although the ideal is System 4, that's a factor keeping us from going that way...2...control of decision making is not necessarily relevant to confidence and trust...throwing in a red herring...1...isn't one measure of confidence and trust the extent to which one depends on them for judgments?...3...the fact that their judgments are even considered is good...etc. examples were sometimes irrelevant, i.e., if a teacher is given the authority to suspend a student and the student is run over on the way home when the administrator doesn't even know he's gone, the administrator is still accountable...which confuses the issue of communications with those of decision making and accountability. There was a feeling the System 3 is more comfortable than 4, not necessarily better. It's cautious and careful. Joint decision making is not tested very often...the possibility is cut off before it reaches a point of testing.

So much is institutionalized, there was a question about how much people really think about what is going on. There's not enough publicity of rules. There are times when it seems a rule is initiated for a particular occasion when it has been on the books for some time. The rules are a result of occasional and dramatic examples of people taking advantage of confidence and trust. The small number of negative examples are responded to rather than the large number of good examples. The superintendent stated that he finds himself increasingly suspicious of the teaching staff with no basis for suspicion. But the intensity of the community challenge to the validity of teacher salary increases put him on the defensive. The building administrators feel some resentment over the teachers leaving when the administrators are in the building all day.

The superintendent feels uncomfortable with the amount of information he has on staff investment. There hasn't been any systematic look at this. However, if he institutionalized this need for more information, he wonders what would be the response. Institutionalizing a need for more information communicates lack of trust. How hard should teachers really be expected to work? It's the Association's responsibility to discipline teachers, but if a principal feels the AEA does not see things the same way as he does; he does not trust them. One principal said that if he felt that he and the Association shared mutual interests the present cleavage would disappear. He noted that the things they talk about when the Association president is there they talk about only when he is there.

The response to the question - What are the signs we put up indicating a lack of trust?...was that the opposite can happen. When the principal trusts teachers to handle things in the best way, he is criticised by other teachers for not taking action against a teacher for doing something he didn't know happened. No action is read as approval. The question was raised, do we as administrators really communicate what we need in order to trust? The response was that that is like posting a speed limit...people regard that as something to go up to.

Short discussion of decision making..pass on when not really sure, assuming it will be vetoed at higher level. Top says supported below, passes with no one really in favor.

TOPICAL GROUP - IMPORTANCE/OPPORTUNITY (Workshop II)

Although the group began without formally organizing themselves in any way, on member took on informal leadership and another member became the recorder. Initially the group discussed alternative ways of examining the data rather than exploring possible menings of the data as presented. The process intervener arrived and inquired how the decision had been reached about who would serve as recorder. There were a number of answers, the representative one being "default." The informal leader suggested that the group examine the first three items according to the suggested questions. Discussion followed this suggestion, although it was more a general discussion than being task oriented.

The process intervener stopped the group and asked them to examine the way they handled a late-comer to the group. One member explained briefly to the late-comer what the group was doing. Other members of the group defended the position of not briefing late individuals with comments such as, "Can't tell others what we're doing when we don't know ourselves," "There are enough decision makers who are there continually," "It breaks the continuity," and "Part of a system where latecomers are punished."

The group then turned their attention to the item concerning learning new knowledge and skills and setting priorities as to what is most important. There was misunderstanding between two members in particular, with one talking about priorities that are handed down from central administration and the other person talking about priorities that are set by one's self.

It was suggested that the items ranking highest on importance might be things that the administrators think they ought to be doing so they become important. Maybe they are not doing them as well as they should so it's easier to say, "I don't have the opportunity to do" rather than "I don't take the time or effort to do them." Making the organization better might come from better perception by administrators. This evolved into a discussion about who in the system the building administrators could go to for help or for comments on new ideas.

Instead of formally closing their meeting, when the time was up, members just started leaving and the recorder, with the assistance of a couple of persons, tried to summarize some of the discussion.

ROLE GROUP - ADMINISTRATION I (Workshop II)

The four persons in the Administration I group found it difficult to discover communality in their roles. The morning was spent discussing the role of one of the members; her perceptions of that role as opposed to the view other members held of it. Although no common definition was derived, the parties involved appeared to understand better each others' views.

After lunch, the process intervener redefined the task for the afternoon, including listing of problems or issues and persons in the Ann Arbor school system that they would like to discuss these issues with.

Although the administrators appeared to understand their task, they once again became involved in definition of individual roles. The role discussion did, however, bring up related problems for other individuals in their respective roles. After considerable discussion the task was once again brought to the attention of the group by the question, "Have we set priorities?" This question was not answered and the discussion again veered away from a direct attack on the task.

Even though the task appeared to have been understood, a member of the group directed a question concerning the task to the documentarian. The administrators had difficulty focussing on group rather than individual problems. A great deal of the time was spent in dialogues between two members of the group rather than a discussion involving all four of the participants.

When the process intervener returned and asked for the issues to be worked on the next day, one member offered the topic of communication, which had been discussed earlier. It was also suggested that the Administration I group could talk to others about "other possible organizational processes."

The response by another participant was, "I don't want to talk about that." He explained that his attitude was based on financial and other restraints, which he apparently did not feel others in the system would understand.

"I'd just as soon be available to other people."

"I got that decision."

With these comments all but one of the participants left. He wrote out some of the concerns the group had brought up during the day to give to the CRUSK staff.

FISHBOWL - (Workshop II, second day)

(Small group consisted of one of the role groups confronting the superintendent and the assistant superintendent for instruction)

Recurrent themes throughout the exchange between this role group and the superintendents were requests for relevancy, clarity, feedback and support. One feeling expressed was that too much time is spent on trivia. Principals want to be where the action is and are not sure that they are. But there is a need to get agreement as to what issues are important--one man's trivia is another's importance. The need for clarity around the decision-making process was repeatedly mentioned. "What are the ground rules?...We were involved. Now that the proces is changed we want to know that the process is changed without having to sort of deduce it. If there's a new way, are we to be in on the process of developing the new way, or is that a decision made elsewhere?" There was a desire for more feedback. "When are we making decisions, when recommendations?..There have been times when we have come up with what we thought was a decision, only to find out later it was vetoed. It's not clear how this happened." "If you find you have to override something we have decided, come to us and find out if we understood all the factors involved before we made our judgment." The need for support was expressed on all sides. The superintendent felt like he has an "in-basket and no out-basket." The principals felt that they don't have the power that the teachers have as a negotiating group and feel ineffective in getting things done. A question that was asked over and over again and never answered was: "Is there anyone who has a clear understanding of the respective roles to be played in the system? The issues may turn on each knowing what the other is both expected to do and is in fact doing."

Underlying the needs expressed was a recognition of external changes effecting the internal functioning of the school system. Teachers and parents are asking for more authority. The principals no longer have the authority they formerly had. The superintendent has functioned differently because of changes in the community. "It's time for us to move and say we had better function differently... we're hamstrung by the Board...to get at the issues that we need to...we're just hanging on, removed from the task of education...Maybe the teachers' organization is moving into that role...they're the only ones that can do so at this time." "We can't be operating on out-dated rules. We have to build a support system... communication system."

Internal problems include lack of planning, inability to organize/allocate work effectively, and practices that perpetuate problems rather than solve them. "We only do things at budget time...We've made some attempts within Council to solve some of these problems. We've appointed subcommittees...to talk about some issues... one reported back to us a list of recommendations for changes in the stock room and we then raised the question, are these now on the stock list so we can order them? And nobody seems to know anything about them. We get this sort of feeling that when we've taken this kind of step to economize efforts, it sort of disappears." "If the practice is that, if you don't like a decision you go higher to override it, people will use that technique...The only thing that commits us is practice."

There was a great deal of openness in expressing feelings. The issues raised were highly complex and there was not time to go into them in depth. As a result, communications in the group were in some ways hindered. Incidents from the past which presumably were intended to give concrete illustrations of the problems involved were frequently used defensively. Responses were sometimes counter-illustrations defending another point of view rather than elaborations indicating understanding of the point being made. However, some member of the group usually directed the discussion back to the earlier issue. "Don't ask us about things on which we are not competent to make a judgment" ...Total group response, "NO." Here there was a return to open, less defensive discussion. "I'm not talking about implications... I want to get clear where we stand on differential perception." "I guess the issue at this point is not what ought to be the proper process, because that was a debate in itself, but the issue is when the process is changing, we want to know."

MEETING WITH ADMINISTRATORS 9/26/69

Documentation Report

I. Administrators' Workshop III, Session a.

Date: 9/26/69
Time: 3:10 to 5:20
Place: Institute for Social Research
No. of Participants: 29
No. of Staff: 4, plus one consultant

II. Session Design.

Objectives: 1. To return the individual school data gathered from Likert's organizational climate questionnaires to the respective school principals.

2. To give some explanation to the total group concerning the overall picture of the system and what the graphs mean.

3. To allow plenty of time for questions to be posed to the staff about the data or the explanation.

4. To allow time for principals to request individual help with their data from staff members.

Activities: 1. Presenting a overview of the session. 3:00 to 3:10

2. Presenting the system-wide data and giving an explanation and interpretation of it by Rensis Likert. 3:10 to 3:30

3. Questioning of Dr. Likert. 3:30 to 4:00

4. Returning the individual school data and further explanation of the school data. 4:00 to 4:15

5. Allowing time for the principals to look over the data and ask questions or request individual help in interpreting the data. 4:15 to 4:55

6. Administering PMRs. 4:55 to 5:00

III. Discussion of the session:

Highlights: Dr. Likert was unable to come to the session at the time the staff had planned and alterations were made in the design. The staff gave the explanation of the graphic forms that data was returned on and passed out the individual school data prior to Dr. Likert's presentation. When he arrived, he gave further explanation of the data and compared it with other data he had recently received from Yugoslavia. Participants had ample time to question Dr. Likert concerning the data. One question posed by one of the administrators, concerning the validity of the results, was not adequately responded to by Likert.

Further discussion of the data followed the question and answer period. The session was ended with the administration of a PMR to principals after plenty of time was provided for staff to circulate answering individual questions concerning school data.

IV. Evaluation of session:

By participants: Results of PMRs

The data represent the results from 23 PMRs.

A complete PMR report on the session is located on the next page.

By documentor: After the plans for the session had been approved by Dr. Likert, something came up and he was unable to make the meeting on time. In addition, the staff was unable to brief him concerning the presentation. This was very unfortunate as there was a considerable amount of repitition when he did speak to the administrators. Overall the meeting was less than satisfactory to the staff even though the participants rated it as satisfactory on the PMRs. However, 44% of them did state that the meeting was less than satisfactory or poor.

A pleasant surprise to the CRUSK staff was the interest expressed by the principals in participating in the project. Only 4.5% of those completing PMRs said they did not want to participate in the project, while only another 9% were undecided. All the rest wished to participate.

PMR REPORT FROM ADMINISTRATOR MEETING ON 9/26/69

TABLE 1

Question 1: How do you plan to use this data?

N = 23 Average number of responses per respondent = 1.7

Response	Percent of total responding
1. Plan to share the data with the total staff	60.9%
2. For my own study	30.4%
3. Make use of the data myself	30.4%
4. Discuss with the total staff how to use the data	21.7%
5. Share data with staff committee	17.4%
6. Other (no response recorded more than once)	17.4%
B1. Not stating they were planning to share the data with members of their staff	30.4%

Table 2

Question 2: Do these data increase your understanding of how teachers think and feel about their school? Why or why not?

N = 23 Average number of responses per respondent = 1.0

Response	Percent responding
Yes	65.2%
No	8.7%
Not Certain	21.7%
No Answer	4.3%
TOTAL	99.9%

Table 3

Question 2: Do these data increase your understanding of how teachers think and feel about their school? Why or why not?

N = 18 Average number of responses per respondent = 1.2

Response	Percent responding
1. Confirm previous suspicions and thoughts	22.2%
2. Greater insights into teachers' perceptions	16.7%
3. Not enough time to study the data	11.1%
4. It reveals the discrepancies	11.1%
5. Other (no response recorded more than once)	55.5%

Table 4

Question 3: How do you account for the discrepancies between your perception and those of your teachers?

N = 20 Average number of responses per respondent = 1.4

Response	Percentage of total responding
1. Mentioned lack of communication	25.0%
2. New in building or new staff	20.0%
3. Don't know	15.0%
4. Timing of questionnaire administration	10.0%
5. Underestimated myself	10.0%
6. Other (no response more than once)	60.0%

Table 5

Question 4: The project staff is interested in your reaction to our presentation of the data. Would you please identify any activities you felt were helpful in the process and/or any with which you were not satisfied? Add any suggestions you might have.

N = 16 Average number of responses per respondent = 1.0

Response to total session	Percentage
Excellent	6.2%
Good	6.2%
Satisfactory	43.8%
Less than satisfactory	25.0%
Poor	18.8%
Worthless	-
TOTAL	100.0%

Table 6

Question 4: N = 13 Average number of responses per respondent = 1.5

Response	Percentage of total responding
Data feedback good	30.7%
Likert's presentation good	23.1%
Likert repeat data presented earlier	15.4%
Minor complaints	38.5%
Major complaints	38.6%

Question #5a.

Would you like for your school to be considered as a project school?

	Yes	No	Undecided	No Answer	Total
Overall	86.3%	4.5	9.1	-	99.9
Elem.	87.5	6.3	6.3	-	100.1
Jr. High	100.0	-	-	-	100.0
High	50.0	-	50.0	-	100.0

Question #5b

Would you be willing to have your school as a control school?

	Yes	No	Undecided	No Answer	Total
Overall	63.6	9.1	22.7	4.5	99.9
Elem.	62.5	12.5	25.0	-	100.0
Jr. High	50.0	-	25.0	25.0	100.0
High	100.0	-	-	-	100.0

Question #6

Are you interested in participating in the decision of which schools will be a part of the project?

	Yes	No	Undecided	No Answer	Total
Overall	68.1	9.1	13.6	9.1	99.9
Elem.	68.8	6.3	12.5	12.5	100.0
Jr. High	75.0	-	25.0	-	100.0
High	50	-	50	-	100.0

1. How do you plan to use this data?

Study it carefully and seek out differences. Share it with my staff. Discuss possible ways of moving more toward system IV.

To share with the teachers and plan hopefully to improve in areas where there is discrepancy between principal and teachers and teachers and students.

Use to improve areas that I think are important as part of the style of administration I hope to eventually have. Report to staff as needed.

To try to deal more effectively with those items teachers felt I was not meeting adequately.

With the staff

Introspectively. Present to administrative committee and faculty once I digest it.

Digest myself - look for weak, strong points, possibilities for change. Work with my faculty advisory committee, probably total faculty.

To look at myself and my interaction with the staff. Talk to dept. heads and ask their view regarding how we might use the results.

Discuss with the faculty.

Sit down and go through it point by point. Try to understand why it came out as it did and make necessary changes in my own performance.

Discuss with staff.

Mentally I'm going to prove teachers wrong!! Share with curriculum committee - Staff item for Building meeting.

As a baseline - I was not at the school last year.

After proper study and digestion, consider needs indicated to change behavior.

As a cue for personal action where indicated - a means of establishing personal priority.

With staff.

To better understand the system on a whole and to work with the other people within the system.

In staff meeting for planning.

Improve interaction by discussion of charts with subgroups and whole faculty.

With staff - with self.

Don't really know - have to think about it.

With staff - initially to restructure inservice (bldg.) staff.

For self-improvement - obviously!

2. Do these data increase your understanding of how teachers think and feel about their school? Why or why not?

Yes - many confirm my previous thinking - others give me a greater insight in the way teachers perceive the situation as well as some idea of importance.

Probably; haven't even time to really study the data.

To some extent. I have several new staff members. This may change our profile.

Pretty generally. I would respect these data.

Not too much - felt I already knew.

Yes. Reveal areas of discrepancy between expectations and "what is".

Yes. Why? seems obvious.

Yes, it verifies hunches and gives confidence to my perceptions.

Yes

Yes - in general it indicates concretely how at a given point in time

Yes

Yes - How could they be so wrong.

Yes - really confirm my suspicions from a number of perceptions of the school.

Although this is a "mean" perception, I can see where greatest differences occur.

Yes - hopefully it (the data) is significant in that it represents the teachers' perceptions.

Yes - Wide range of feelings. Need to look at this.

Yes

Yes. The contrasts between my judgments and staff judgments are instruction.

Yes, very much - I thought I was more honest than I am.

Yes - gives perspective about process, level of involvement, influence, etc.

I'm sure it will. I need to "digest" it.

Yes. Some combinations of data eg. #24 & 24 lend new insights.

No - because the answers did not correlate - what they felt in one question was negated by another.

3. How do you account for the discrepancies between your perception and those of your teachers?

In some cases I underestimated my success. Other cases I must not have been doing what I thought I was. On the whole I am quite pleased.

At time of study, was bldg. admin. first year in the bldg. I took attitude to watch and move slowly.

This was a new school and largely a new staff. I was setting the stage for a style of operation that several members did not accept - i.e., to become involved and assume responsibility vs. being told each step.

Communication, or possibly the timing of the administration of the questionnaire.

No much discrepancies.

1. Expectations and experience are considerably different. One year as principal.
2. Uncertain about any other reasons.

Broad range of people in my building - our relationships, goals, motivations vary.

Last year was my first year in the school. With 30/65 new teachers I felt we did not really know each other. There was resistance of the staff to a "new principal" and resistance by the principal to an "old" staff.

That's what we hope to discover.

Time of the collecting the data influences this. Because of problems and personalities at various times during the year would influence reaction. In other words it would have been different in October or June.

Communication, ineffectual

Communications - inefficient or/and inadequate

Can't answer

Perhaps I don't communicate enough.

Relative positions in school structure may be significant - Differences in training and experience may account for part of it. Lack of communication or inadequacy of same.

I have high hopes some of them are just teaching.

I can't - Will have to find out from teacher.

Needs further study

I'm too modest

Different views of the same process

What you want to accomplish - and what you do - in group decision making - can be extremely difficult to assess!

4. The project staff is interested in your reaction to our presentation of the data. Would you please identify any activities you felt were helpful in the process and/or any with which you were not satisfied? Add any suggestions you might have.

It was clear to me how we were to read it. The material available to us was very good. Mr. Likert got off to a slow start but was going strong toward the end.

Should have gotten data on individual schools sooner, so time to look it over and spend some time discussing it with staff.

I appreciated the feedback

Fine

OK

a. Generally it was quite OK
b. Ren L. was a bit at a loss in using some of the transparencies - they might have been organized - identified better from him (mechanics)
c. I thought we were going to deal more directly with interpretation of the data
d. Someone might have proof read the results reported - omissions, duplications problems.

More in depth consideration of the basic concepts

Personal interaction projects helpful.

Speaker could have used a microphone

Repetition of data interpretation was unnecessary. Questions and discussion were helpful - that kind of supports system 4, doesn't it?

No problems.

Generally satisfactory

The last 25 minutes of Likerts' hour with us was very good. First part was a repeat. Poor up-and-down communication on your part.

Good - except I wonder if he have measured what we were hoping to or are we measuring honesty?

This was an excellent session.

Dialogue and Likert helpful. Own data is good.

PARTICIPANT ROSTER - Administrators' Workshops

Scott Westerman	Superintendent
Sam Sniderman	Assoc. Supt. for Instruction
Gerald Neff	Assoc. Supt. for Finance
Stanley Zubel	Asst. Supt. for Personnel
George Balas	Business Manager
Richard Creal	Asst. to Supt. for Admin. Services
John Hubley	Asst. to Supt. for Community Services
David Harrell	AAEA President
Donald Lyon	Abbot, Principal
Robert Nichols	Allen, Principal
Scott Fleming	Angell, Principal
Robert Carr	Bach, Principal
Margaret Maurer	Bader, Principal
Marion Cranmore	Burns Park, Principal
Paul Banninga	Carpenter and Meadowview, Principal
Frederick Stegath	Clinton, Principal
Emerson Powrie	Dicken, Principal
Jack Engelhardt	Dixboro, Principal
David Trost	Eberwhite, Principal
Louise Ritsema	Haisley, Principal
Rachel Schreiber	King, Principal
Florence Gasdick	Lakewood
Herman Steinman	Lakewood, Principal
Burton Lamkin	Lawton, Principal
LeRoy Cappaert	Mack, Principal
Howard Walker	Mitchell, Principal
William Mays	Newport, Principal
Harry Mial	Northside, Principal
Thad Carr	Pattengill, Principal
Robert Stevenson	Pittsfield, Principal
Leverett Kelly	Stone, Principal
David Aberdeen	Thurston, Principal
Paul Williams	Wines, Principal
William Rude	Forsythe, Principal
Joseph Vachon	Scarlett, Principal

Roland Lehker	Slauson, Principal
Gene Maybee	Tappan, Principal
Paul Meyers	Huron, Principal
Ted Rokicki	Pioneer, Principal
Josephine Brokaw	Compensatory Education
Ken Greer	Continuing Education
Ivan Bare	Governmental Relations
Ron Edmonds	Human Relations
Homer Chance	Libraries
Rolland Billings	Instructional Media
Hazel Turner	Pupil Personnel
Charles Oxley	Recreation
Patricia Carrigan	Research
Rudolph Silverstone	Vocational Education
Jim Scheu	AAEA Executive Secretary

APPENDIX II

Change Seminar

OVERALL PLANS FOR THE CHANGE SEMINAR

The Change Seminar, which was conducted for the members of the school Change-Agent Teams, was an adaptation of the University of Michigan course, Sociology-Psychology 685-686, The Theory and Dynamics of Planned Change. The course was developed and supervised by Professor Ronald O. Lippitt, of the Center for Research on the Utilization of Scientific Knowledge. All of the members of the staff have taken the course as a student or served as a member of the course staff. The focus of Sociology-Psychology 685-686 is for students in the helping professions, education, social work, conservation, nursing and clinical, organizational, and community psychologies. The fall semester is spent on the dynamics and processes of change, both interpersonal and organizational. The winter semester consists of actual training or consultation in the field, utilizing the resources of the staff and classmates to plan and implement a project.

The course is based upon several basic assumptions, among them are:

1. That the forces for change are constantly at work within the systems and subsystems that structure our daily lives.
2. That change occurs with or without our conscious direction, help, or efforts to resist it.
3. That the change process can be brought somewhat under conscious determination and change results more effectively controlled by the application of specific knowledge and techniques which have been identified as "planned change."

The original planning for the seminar included the study of planned change in four dimensions, the individual, small groups, the organization, and the community. After realistically looking at the amount of time left in the school year, caused by the delay in starting the seminar sessions, the CRUSK staff realized that less than two months would remain following the completion of the seminar sessions. Therefore, these plans were scaled down.

It was decided that the seminars would consist of 13 sessions. The first four would be devoted to personal change, interpersonal skills, and knowledge of group process. The second four-week period would be devoted to the process of organizational change and team building within the individual school groups. The final segment would focus upon the development and the implementation of a change project at each of the respective pilot schools, and the skills corresponding development necessary to accomplish this task. The thirteenth meeting would serve as an evaluation session for the entire seminar.

Period I, personal change, interpersonal skill development, and learning about group process, was conceptualized as follows: Session I would be an introductory meeting with surfacing of expectations, overview of the seminar, and helping the participants and staff to get to know one another. Sessions II, III, and IV would be primarily spent in process groups, which were called L-Groups (learning groups). The purposes of the L-Groups were: (1) to legitimize the expression of feelings; (2) to learn to give and receive feedback; (3) to develop the norm of openness and honesty; (4) to offer participants an opportunity, brief as it was, to examine their own behavior and offer the potential to change it; (5) to experientially learn about how groups operate and develop; and (6) to differentiate between the content and the process which are constantly operating in a group.

Each of the L-Groups had two CRUSK staff members as facilitators. The objectives utilized for dividing the participants into groupings are as follows: one principal in each group; a minimum of two and maximum of three members from each team per L-Group; as even as possible distribution of males and females in each group; and one central office representative per group.

Period 2, organizational change concepts and team building, would contain the following activities. The conceptualization of the process of change in organizations and the presentation and utilization of a sequential group problem-solving method. Team building activities would include: experiencing the helping process, sharing experiences and learnings from the different L-Groups, non-verbal exercises, etc.

The main task for the group problem-solving activities would be the enumeration and selection of the most crucial problems in the respective pilot schools by their teams utilizing the results of the data collection devices developed to help diagnose the school's organizational climate. This would consist of the results of the Likert Questionnaires, the Ann Arbor Public School Questionnaire, and any other devices which would be developed.

Period 3, change project development and implementation, would be spent almost entirely in individual school change-agent teams working through the group problem-solving process to develop the change project. The development of a change project would include the selection of a problem to work on (developed during period 2), the criteria for selection of the problem, definition of the client-system and sub-parts of that system, the strategy for implementation and the methods of evaluating the effect of the intervention. During this period, the participants would receive change agent skill development activities which would be designed to help them implement their change projects in each of their schools.

The final session would be totally spent in evaluating the change seminar by both staff and participants, with specific time being devoted to: how the seminar might have been more effective and where the teams are going from here in terms of additional sessions, consultant help, specific skill development, etc. In essence, the specific needs of the individual teams would guide the development of future sessions and the content of their activities.

The following texts were provided for each of the participants taking part in the change seminar. In some cases, they had to share copies with other team members.

Bennis, Warren G., Kenneth D. Benne, and Robert Chin, eds, The Planning of Change, Holt, Rinehartand Winston, New York, 1969.

Havelock, Ronald G., Janet C. Huber, and Shaindel Zimmerman, Major Works on Change in Education: An Annotated Bibliography, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, Ann Arbor, 1969.

Likert, Rensis, The Human Organization: Its Management and Value, McGraw-Hill, New York, 1967.

Likert, Rensis, New Patterns of Management, McGraw-Hill, New York, 1961.

Lippitt, Ronald, Jeanne Watson, and Brice Westley, Planned Change: A Comparative Study of Principles and Techniques, Harcourt, Brace and Co., New York, 1958.

DOCUMENTATION OF CHANGE SEMINAR SESSIONS

The design of this documentary report is to very briefly summarize each of the fourteen sessions of the Change Seminar held weekly, from January 15, to April 30, 1970. The major focus of the account is to describe the participant training activities. The most important aspects of the training are: (1) the objectives to be achieved; (2) the activities to accomplish these objectives; (3) the implementation of the activities; and (4) the evaluation of the implementation process. Therefore, the session summaries will emphasize the forementioned aspects of the seminar.

An outline form is used to systematically organize the description of the sessions. That outline is presented below.

I. Change Seminar Session

Date:
Time:
Place:
Number of Participants:
Number of Staff:

II. Session Design

Objectives:
Activities:

III. Discussion of Seminar

Highlights:

IV. Evaluation of Session

By Participants:
By Documentor:

With the scope of the report and the outline form in mind, it is time to move to the summary of the initial seminar session.

I. Change Seminar Session I.

Date: 1/15/70
Time: 7:30 to 10:40 p.m.
Place: Institute for Social Research (ISR)
No. of Participants: 20
No. of Staff: 6, plus one photographer

II. Session Design.

Objectives:

1. To help participants and staff get acquainted.
2. To surface expectations of participants and staff regarding the seminar.
3. To begin the task of establishing a contract between the participants and the staff in order to form a collaborative working relationship.
4. To provide participants with an overview of the entire seminar.

Activities:

1. Introducing the staff and making general announcements. 7:30-40
2. Writing individual expectations for the seminar, both negative and positive, by participants and staff. 7:40 - 8:10
3. Getting participants acquainted with each other, while staff condenses expectations and writes them on newsprint. 8:10 - 8:45
4. Posting of expectations and discussion by staff and participants. 8:45 - 9:45
5. Developing learning goals for participants in school teams on newsprint. 9:45 - 10:00
6. Posting participant learning goals. 10:00 - 10:15
7. Giving an overview of the entire seminar. 10:15 - 10:25
8. Administering the Post Meeting Reaction Forms (PMR's). 10:25 - 10:30

III. Discussion of Seminar

Highlights: The writing of individual expectations for the seminar was quite well received by the participants and the responses were well thought out and extensive in length. Condensing and writing summaries on newsprint took much longer than was anticipated. Therefore, the getting-acquainted segment of the evening was extended considerably.

The staff was effectively blocked from moving to activity 5, developing learning goals in school teams. The preceding activity, posting and discussing expectations, served to give audience to other feelings which were not listed on the newsprint. These were not directly related to expectations, but certainly related to participant feelings about the seminar and the project. Several problems were surfaced, among them were: (a) the apparent lack of clarity of communication between the CRUSK staff and the pilot school faculties; (b) questioning the whereabouts of the central office administrators who were supposed to attend (three to five were called for in the proposal and only one was present); (c) almost demanding released time for teachers as a prerequisite for one school's participation; (d) evidence of some competition between different school teams; (e) although it was at quite a concealed level, questioning the legitimacy goals and qualifications of the CRUSK staff. The level of conflict was quite high at different points in the discussion, sometimes directed at the CRUSK staff and other times directed at certain school teams, or participants.

The participants finally agreed to move to school teams, after considerable discussion concerning the CRUSK staff attempting to divide the group in order to weaken their potency. However, the topic for team discussion was not the one from the design, participant learning goals. It was about the issues which were raised during the heated discussion which took place after posting the expectations.

Following team discussion of the issues, the total group reviewed the needs of the respective school teams and the conflict was again ignited. The total group did come to one decision though. That was to approach the Superintendent regarding released time for the participants in the seminar, as a sign of the administration's commitment to the project. The strategy to be employed in approaching the Superintendent would be discussed further during the next session. Additional requests from the schools included a written copy of the CRUSK staffs' expectations for the seminar, an outline of the whole seminar program, and a copy of the project proposal.

Just before adjournment of the session, the total group decided that it would be more convenient if the sessions began at an early time, so next week's seminar session will commence at 7:00 p.m. and continue to 10:00 p.m.

IV. Evaluation of Session I.

By Participants: Results of the Post Meeting Reaction Forms (PMR's)

A copy of the three question PMR, which was written on a blackboard for the participants to react to, is located in Appendex B.

The data represent results from 20 PMR's.

The rating scale for the PMR questions was: 1 - to a very great extent; 2 - to a great extent; 3 - to some extent; 4 - to little extent; 5 - none.

Question A. Expectation listing facilitated my learning.
Range: 2-5 Mean: 2.9

Question B. The getting acquainted period was a learning situation. Range: 1-4 Mean: 2.7

Question C. The conflict surfaced facilitated my learning.
Range: 1-4 Mean: 2.0

By Documentor: Activities 5, developing learning goals in school teams, 6, posting these learning goals, and 7, the overview of the seminar, were not completed because of extended getting-acquainted period and the conflict-filled discussion following the posting of expectations.

It appeared that the first two objectives were met, and, at least some work was done on the third objective. The activities mentioned in the above discussion prevented any work from being done on the last one.

The conflict which was generated brought out many hidden agendas, and was certainly involving to most of the participants. Those attending the initial session were very active, although a few seemed uncomfortable with the conflict. This high level of activity by participants offered encouragement that the remaining seminars would facilitate the fulfillment of the overall objectives of the project.

I. Change Seminar Session II.

Date:	1/22/70
Time:	7:20 to 10:05 p.m.
Place:	ISR
No. of Participants:	18
No. of Staff:	6

II. Session Design

Objectives:

1. To continue working on the establishment of a contract between staff and participants.
2. To give participants an overview of the entire seminar.
3. To provide an opportunity for personal growth and interpersonal skill development in a Learning Group.

4. To use a non-verbal experience to generate data for the L-Groups.
5. To provide an opportunity for the participants to complete their work on the released time issue.

Activities:

1. Overview of Change Seminar. 7:00 - 7:20
2. Non-verbal exercise. 9:20 - 7:30
3. Learning-Groups. 7:30 - 9:00
4. Discussion of strategy to approach the Superintendent concerning the released time issue in school teams. 9:00 - 9:30
5. Negotiation of the strategy to use with the Superintendent. 9:30 - 9:55
6. PMR administration. 9:55 - 10:00

III. Discussion of Seminar.

Highlights: Attendance dropped considerably from the first session. Of those scheduled to participate, only 2.5% were absent in Session I, while 33.3% were absent at this session. Two central office administrators were among the absentees both weeks.

After a very slow start, the tempo picked up with the exclusion-inclusion non-verbal, exercise. The purpose of this activity was for some participants to experience the feeling of being inhibited in communication. The objective was to generate data for the L-Groups. It was successful on both levels, as people were cut off from communication and the major portion of the L-Group period was spent processing the non-verbal.

Following the L-Groups, the participant energy level seemed to be quite low and it was difficult to get the group moving into the strategy session. It appeared as though the steam which had driven the group to such a high pitch in Session I had just about dissipated and the investment in considering the released time strategy was very minimal. Consequently, the group did not complete the negotiations regarding the strategy to be employed.

This session was marked by the lack of any overt conflict which was so characteristic of the first session.

IV. Evaluation of Session II.

By Participants:

PMR results

A copy of the six question PMR is located in Appendex B.

The data represent results from 18 PMR's.

Rating Scale:

Very Satisfied, a Great Deal, Very Applicable, Very Helpful	5
Quite Satisfied, Quite a Bit, Quite Applicable, Quite Helpful	4
Satisfied, Some, Applicable, Helpful	3
Quite Dissatisfied, Little, Not Very Applicable, Not Very Helpful	2
Very Dissatisfied, Nothing, Not at All Applicable, Not at All Helpful	1

Question A. Satisfaction with tonight's session.
Range: 1-5 Mean: 3.7

Question B. Learnings from non-verbal exercise.
Range: 1-5 Mean: 3.7

Question C. Learnings in L-Group.
Range: 2-5 Mean: 3.6

Question D. Applicability of learnings.
Range: 2-5 Mean: 3.5

Question E. Satisfaction with negotiation session.
Range: 2-3 Mean: 2.4

Question F. Helpfulness of CRUSK staff.
Range: 3-5 Mean: 3.5

By Documentor:

In general, participants seemed rather satisfied with Session II, except for the negotiations. The low energy level the participants exhibited may have been due to one or more of the following factors: (1) the very low attendance; (2) at least two of the major participants in last week's conflict were among those absent; (3) the high degree of conflict which was surfaced in Session I; (4) a great deal of energy was consumed in L-Groups; (5) the participants were convinced that the CRUSK staff wasn't working in conjunction with the Superintendent to take advantage of them; (6) the CRUSK staff had skills that they might learn from.

I. Change Seminar Session III.

Date:	1/29/70
Time:	7:20 to 10:25 p.m.
Place:	ISR
No. of Participants:	24
No. of Staff	6

II. Session Design

Objectives:

1. To continue to provide for personal growth and interpersonal skill improvement in L-Groups.
2. To continue to use a non-verbal experience to generate data in the L-Groups.
3. To provide an opportunity for the participants to continue their work on the released-time issue.
4. To provide more staff assistance regarding the negotiation of released time strategy and to help clarify the learnings through processing and conceptualizing.

Activities:

1. Meeting in L-Groups, in an attempt to cross-fertilize the ideas of each of the three school teams, to review and clarify the issues surrounding the process of selecting an appropriate strategy for approaching the Superintendent about released-time. 7:00 - 7:10
2. Returning to negotiations which were carried over from the last session. 7:10 - 7:40
3. Coffee Break. 7:40 - 7:50
4. Implementing the non-verbal exercise. 7:50 - 8:05
5. Meeting in L-Groups. 8:05 - 9:55
6. Administering PMR's. 9:55 - 10:00

III. Discussion of Seminar

Highlights: The attendance at this session was very high, only the two central office administrators were absent.

There seemed to be greater interest in the agreement about the released-time issue, and it was settled in a relatively short time. The agreement was to send one representative from each of the Change-Agent Teams, with the Director of Grants, to meet with the Superintendent and make a formal request for the funds to provide released-time for seminar participants. Each group then proceded to select their representative.

The non-verbal focused upon hostility and aggression and affection. It was physically involving, with mock sword-fighting, etc. It did not generate as much data, or at least not as much time was expended in the L-Groups as was expended on the non-verbal of the previous session.

The interest was building for the L-Groups, as participants were beginning to get a taste of what individual encounter was all about. All of the L-Groups ran overtime again this session.

IV. Evaluation of Session III.

By Participants:

Results of the PMR's

A copy of the six question PMR is located in Appendex B.

The data represent results from 24 PMR's.

Rating Scale: Same as that used in Session II (see P. 10)

Very Satisfied, etc.,	5
Quite Satisfied, etc.,	4
Satisfied, etc.,	3
Quite Dissatisfied, etc.,	2
Very Dissatisfied, etc.,	1

Question A. Satisfaction with tonight's session.
Range: 2-5 Mean: 3.2

Question B. Satisfaction with negotiation session.
Range: 2-5 Mean: 3.6

Question C. Learnings from non-verbal exercise.
Range: 1-4 Mean: 2.6

Question D. Learnings from L-Group.
Range: 2-5 Mean: 3.6

Question E. Applicability of tonight's learnings.
Range: 1-5 Mean: 3.5

Question F. Helpfulness of CRUSK staff.
Range: 2-5 Mean: 3.4

By Documentor:

Participants seemed to be quite satisfied with the negotiated agreement on the strategy to employ with the Superintendent, even though it didn't seem to be the hot issue it once was. The PMR indicated support for the satisfaction regarding that issue too.

Participants indicated in the PMR and it was evident in the groups, that the non-verbal wasn't nearly as much of a learning situation as the previous week's exercise. It appeared that other items, on personal agendas, took priority over the processing of the non-verbal. It may not be necessary to use any data generating activities before the L-Groups in the future.

This session met all of the objectives set forth for it. In fact, this was the first session to do so. Each of the sessions seem to be getting better, both from the standpoint of objectives and from the interest exhibited by the participants.

I. Change Seminar Session IV.

Date:	2/5/70
Time:	7:15 to 10:30
Place:	ISR
No. of Participants:	25
No. of Staff:	6

II. Session Design

Objectives:

1. To announce that the project had not been refunded and to share staff's decisions regarding the project's future.

2. To provide an opportunity for the group who was charged with visiting the Superintendent to report on their status.

3. To continue to provide the opportunity for personal growth and interpersonal skill development in L-Groups.

4. To discontinue the use of a non-verbal experience for generating data for the L-Groups.

5. To complete the first phase of the seminar structure, personal change and interpersonal skill development.

Activities:

1. Discussing the status of the project with the participants. 7:00 - 7:30

2. Reporting the status of the released-time committee. 7:30 - 7:50

3. Coffee Break. 7:50 - 8:00

4. Meeting in L-Groups. 8:00 - 9:55

5. Administering PMR's. 9:55 - 10:00

III. Discussion of the Seminar.

Highlights: The attendance at this session proved to be the highest of the fourteen meetings.

The session began at a very low level with the announcement that the project was not refunded. Therefore, there would be no funds coming from the grant for released-time participants. The future of the seminar was assured, but the future of the project, at this time, was very unclear. This segment of the evening lasted longer than the plans had called for.

The released-time committee had not met and consequently there was no report from them.

The participants were very anxious to move to L-Groups, as this was the final session for them. The theme of the L-Groups was feedback and a form was given to each of the participants which provided general rules about the process of feedback. (A copy is located in Appendex D.) The groups lasted very late and the PMR's were generally completed with great care.

IV. Evaluation of Session IV.

By Participants: Results of the PMR's

A copy of the six question PMR is located in Appendex B.

There was a substantial alteration of the PMR's for this session, because the staff desired a more thorough evaluation by participants and this session marked the end of the first phase of the seminar. A full report of the results of these new PMR's is located in Appendex C. Below is a brief summary of the major findings from the results of the 19 PMR's the staff received from the 24 participants.

Question #1. Most useful staff input.

1.	Form with rules regarding the process of feedback	33%
2.	Personal learning and involvement	17%
3.	Trainer's exposure of self	11%
4.	Trainer's interventions	11%
5.	Other	28%
		100%

Question #3. Least useful staff input.

1.	Opening Session	66%
2.	There was nothing not useful	23%
3.	Other	11%
		100%

Question #5. Learnings from L-Group.

1.	Learnings about self	58%
2.	Learnings about group process	22%
3.	Learnings about both self & group process	19%
		99%

Question #6. Application of Learnings.*

1.	Use and development of group process skills	27%
2.	Use learnings for self improvement	27%
3.	Help in working in team	18%
4.	Not certain where learnings can be used	14%
5.	Use learnings in other situations	9%
6.	Other	5%
		100%

*Only 58% of those attending responded to this question.

The primary objectives for the L-Groups were to learn about self and the process of personal growth (change), to improve interpersonal communication skills, to learn about group process, and to be able to transfer these learnings to other situations, i.e., the classroom, the family, school teams, etc. The data indicate considerable learning by participants at the personal and group process level and some learning on the interpersonal dimension. However, the participants were not generally able to verbalize other situations where the L-Group learnings could be applied.

By Documentor: On Monday, February 2, 1970, the staff received word that the project was not to be refunded by the Office of Education, and that there wasn't quite enough money to meet the March payroll. This had a great impact upon the total CRUSK staff. We requested that the Superintendent not release the information to the press until we had a chance to talk with the participants in the seminar.

At a staff meeting the next day, it was agreed that the seminar would be completed with or without additional funding. This did not alay the staff's concern about the future of the project. There was a great feeling of disappointment. Additional funds would be requested from CRUSK and the Ann Arbor Public Schools to complete the school year. The staff would immediately search for funding sources for the second year of the project.

The disappointment had a great affect on the CRUSK staff during Session IV, especially during the opening segment of the meeting. The staff anticipated that the participants would also be discouraged with the news, but this general feeling from participants never materialized. The staff didn't realize, until it was too late to do anything about it, that it was really the staff's own discouragement and disappointment they had projected upon the participants, and thus, the discussion dragged on much too long. This was most likely the cause of the general negative feelings expressed by participants concerning the opening discussion.

I. Change Seminar Session V.

Date:	2/12/70
Time:	7:10 to 10:15 p.m.
Place:	ISR
No. of Participants:	21
No. of Staff:	6

II. Session Design

Objectives:

1. To provide a review of the L-Group learnings by individual participants.

2. To provide an opportunity for transfer of the L-Group learnings to the school change teams.

3. To provide a community building non-verbal exercise and process that as a total group.

4. To begin the process of team building.

5. To begin the process of problem identification.

6. To provide time for a report from the released-time committee.

Activities;

1. Completing self-inquiry form by participants (located in Appendex D). 7:00 - 7:10

2. Sharing these forms with two other members of the school team. 7:10 - 8:00

3. Implementing the non-verbal exercise. 8:00 - 8:35

4. Reporting the status of the released-time committee. 8:35 - 8:50

5. Coffee Break, 8:50 - 9:00

6. Identifying school problems in teams. 9:00 - 9:55

7. Administering PMR's. 9:55 - 10:00

III. Discussion of the Seminar.

Highlights: The participants seemed to be quite interested in the self-inquiry forms and spent considerable time filling them out, in most cases. However, there was some resistance to sharing them with other teammates in trios. Once the trios got under way, the resistance seemed to fade in most groups.

Following the sharing, the total group reconvened to share the L-Group learnings in the community. It was evident at that point that participants were at very different levels of readiness to share and some people were not "tuned-in" to what others were saying. A few of the participants wanted to stop focusing on feelings, and start work on some task-oriented material. One or two of the participants stated that they felt that the individuals from their school were not yet a team.

The highlight of the session was the non-verbal exercises which focused on team building and community building. The school groups were asked to build a human sculpture representing the inter-relationships that existed, at that moment, between team members. Next the total group was asked to place themselves in relationship to their feelings toward other members of the community. If they felt close to a person, they sould stand near him, if they felt distant from another, then they sould distance themselves from that person. The total community immediately sat on the rug and processed this activity. It proved to be a very effective learning situation which opened up new awareness of feelings toward teammates and other members of the community, including staff.

The participants then met in teams to identify problems at their school. Specific tasks to be performed were: (1) to learn the skill of brainstorming; (2) to brainstorm for problems at the team's school; (3) to establish a priority list of these problems; and (4) to process, discuss how the group worked together. There was a good deal of evidence in this stage that many of the team members were not ready to work as a unit on a task. In fact, one group was not able to even begin the brainstorming steps, as members spent all of their time on interpersonal problems which prevented them from working together. The other teams were not able to complete the four steps either.

The design called for at least one central office representative to join each of the teams. Sonce only two were present, the local education association representative was asked to become a part of the third team. He joined Ahange-Agent Team C (CAT-C), while the Director of Grants became a member of Change-Agent Team A (CAT-A), and the Assistant to the Superintendent for Public Relations joined Change-Agent Team B (CAT-B). The latter central office administrator never attended another session of the seminar.

The results of the two groups which worked on the task are located in Appendex E.

IV. Evaluation of Session V.

By Participants: Results of the PMR

A copy of the six question PMR is located in Appendex B.

The data represent the results from 17 PMR's.

Question #1. Most useful staff input.

The processing of the non-verbal exercise	26%
The non-verbal exercise	21%
Specific occurrances during the team sessions	31%
Specific staff inputs	11%
Other	11%
	100%

Question #2. Least useful staff input.

The non-verbal and processing of it	12%
Specific staff inputs	12%
Nothing not useful	12%
Other	23%
No answer	41%
	100%

Question #3. Effectiveness of sharing L-Group learnings with teammates.

Very good, extremely useful	23%
Good, helpful, quite effective	35%
Somewhat, "so so"	12%
Not too effective	6%
Ineffective	12%
No answer	12%
	100%

Question #4. The effect of the sharing on the functioning of the school team.

Served as team building process	21%
Not much effect	21%
Increased openness	16%
Increased learning about others and facilitated communication	16%
Other	16%
No answer	11%
	101%

Question #5. The significance of the non-verbal. The responses were of such a broad scope that they could not be categorized. Only two responses are worth reporting, 29% stated that the non-verbal revealed feelings from themselves or from others, and 12% stated there was no significance for them. There was a response to this question on all of the PMR's.

Question #6. The kind of process contributions made by you.

Stated none	23%
Stated that they did & made process type comments which indicated they did	23%
Stated that they did, but the comments revealed non-process oriented items	16%
Thought about making them	12%
Other	12%
No answer	12%
	98%

By Documentor: The session was quite good in that it achieved, to some degreee, the objectives set forth for it. The process of team building is going to need considerable attention from the staff during the next few sessions, as there was little doubt about that being a barrier to all of the group.

The released-time issue seemed to be resolved. The Superintendent said that the system didn't have the money to provide released time for participants in the project. This was generally accepted by most of the participants, as the issue, which was once highly charged, seemed to fade away.

I. Change Seminar Session VI.

Date:	2/19/70
Time:	7:15 to 10:05 p.m.
Place:	ISR
No. of Participants:	22
No. of Staff:	6

II. Session Design

Objectives:

1. To develop the total design of the next few sessions to serve as team building experiences, emphasizing the importance of trust and openness of communications between team members.
2. To provide a problem-solving micro-experience for the participants using individual problems of their own choosing.
3. To explain and utilize the helping process.
4. To introduce a sequential group problem-solving method.
5. To introduce and utilize the concept of force-field analysis.

Activities:

1. Introducing the problem-solving micro. 7:00 - 7:05
2. Selecting individual problems by participants. 7:05 - 7:15
3. Forming trios and discussing the helping process. 7:15 - 7:25
4. Using the helping process and occasionally breaking for conceptualizing by staff. 7:25 - 8:05
5. Coffee Break. 8:05 - 8:15
6. Transforming individual problems into goal statements by participants. 8:15 - 8:25
7. Presenting the force-field analysis and conceptualizing strategy planning. 8:25 - 8:40
8. Using the force-field concept to analyze one of the problems in the trio and then planning strategies for it. 8:40 - 9:25
9. Sharing trio-work with other members of the school team. 9:25 - 9:55
10. Administering PMR's. 9:55 - 10:00

III. Discussion of Seminar

Highlights: The attendance has been maintained at a high level, with the exception of the second session.

The participants, for the most part, were deeply involved in this problem-solving micro. The helping process and the force-field presentation provided much information for the participants to use. Briefing sheets, which were used in the helping process, and the paper on force-field analysis given to each of the participants are located in Appendex D.

IV. Evaluation of Session VI.

By Participants: Results of the PMR's

A copy of the five question PMR is located in Appendex B.

The data represent the results from 21 PMR's.

Question #1. Most useful staff input.

Discussion in trio of force-field analysis	29%
Problem-solving techniques and force field	19%
Discussion of problem identification	19%
Staff interventions in trios	10%
Other	24%
	101%

Question #2. Least useful staff input.

33.3% did not answer this question and another 43% answered different activities with very little agreement. The only activity which was selected on more than one PMR was the presentation of the force field analysis, where 24% of them identified it.

Question #3. Personal significance of your own problem.

Did not specify problem	43%
Problem of interpersonal nature	19%
Self	14%
Other responses	14%
No answer	10%
	100%

All of the responses to this question indicated that the problems that were selected were significant.

Question #4. Learnings about problem solving.

The responses from participants do not lend themselves to categorizing. There were only two responses that were made with any frequency, the difficulty of problem-solving - 19%, and the importance of listening - 14%. All of the others were very widely varied.

Question #5. Use of tonight's learnings in your school team.

Again, the responses do not lend themselves to grouping easily. Only two responses were made with any frequency, school teams will make use of the problem-solving techniques - 19%, and this process brought teams closer together - 14%.

By Documentor: This was one of the best sessions so far. From the vantage point of having completed all of the seminars, it just may have been the best session.

There have been times during previous sessions when some of the participants felt that the learnings were either not meaningful or not conceptualized so they could understand them. This session focused on some very practical and usable skills. In addition, the session offered participants some progress on the solution of their own personal problems.

The objectives of the session were quite well met, with the exception being the conceptualizing of strategy planning, which was not emphasized enough. The design was very long and involving, yet the participants seemed interested and involved. The only criticism was that the staff attempted to put too much into one three-hour session. Another hour or two could have been used wisely.

I. Change Seminar Session VII.

Date:	2/26/70
Time:	7:15 to 10:15 p.m.
Place:	ISR
No. of Participants:	20
No. of Staff:	6

II. Session Design

Objectives:

1. To continue to work on the process of team building.
2. To continue to develop a group problem-solving method.
3. To provide the participants with the information about the scope and direction of the process that they are undertaking in this session.
4. To have the school teams develop their own hypotheses regarding the problems at their school.

5. To return the data from the Ann Arbor School System Questionnaire for the school teams to use to confirm or infirm their hypotheses about school problems.

6. To place their school problems in priority order.

7. To work toward the selection of a change project for their school.

Activities: It was anticipated that questionnaire data would be ready following the fourth session, but that was not possible. The CRUSK staff had planned to give the teams the data during Session V, for the purpose of allowing plenty of time for them to study the questionnaire results. In considering the status of the different teams, this session was an even more effective time to return the data.

The activities listed below provide general direction for the school teams rather than what the staff expected to accomplish in one session. These activities will be the major part of the work of the next few sessions. They cannot be completed in the three-hour period.

1. Introducing the scope and direction of the activities for the session. 7:00 - 7:10
2. Opening activity in each school team (optional).
3. Reviewing problems identified in Session V.
4. Reviewing of blank questionnaires.
5. Brainstorming of additional problems to add to the list.
6. Listing problems in a tentative priority order.
7. Reviewing the data from the questionnaire results.
8. Listing problems in final priority order.
9. Selecting of one problem around which the team will develop a school change project.
10. Administering the PMR at what ever point the team decides to end their work for the evening.

III. Discussion of Session

Highlights: All of the school teams were anxious to get to work on the problems and to examine the questionnaire data from their buildings. (These questionnaires only reflected the perspective of the school faculties. It was anticipated that other data collection devices would be used to get the perspectives of other roles represented in the school setting. However, the delay incurred by the third administrators' workshop being held almost three months late, and the lack of funds for the second year of the project, these plans were dropped.)

All of the teams were able to work through the activities including reviewing the questionnaire data. None of them went beyond that point. Some teams broke down into task forces for a detailed study of the data. A copy of the questionnaire data as it was returned to the teams is located in Appendex D, while a list of the problems generated by CAT-A is located in Appendex E.

IV. Evaluation of Session VII.

By Participants: Results of the PMR's

A copy of the 5 question PMR is located in Appendex B.

This data represent the results from 20 PMR's.

Question #1. Most useful staff input.

Suggestions by trainer	25%
Trainer's behavior, lack of suggestions, showing of feelings, etc.	20%
Process intervention by trainer	20%
Other	25%
No answer	10%
	100%

Question #2. Least useful staff input.

All were useful	25%
Too non-directive	10%
Other	10%
No answer	55%
	100%

Question #3. Degree of progress toward change project.

Much progress	30%
Some progress	20%
Little progress	15%
Other	30%
No answer	5%
	100%

Question #4. Ways your group is functioning like a team.

Relating openly and honestly	20%
Not very well	15%
Learning about each other	10%
We are talking about the same things	10%
Other	40%
No answer	5%
	100%

Question #5. Barrier(s) impeding progress.

Personal problems, fears, hang-ups, etc.	25%
Too divergent views	15%
Absent members	15%
Other interpersonal problems, feelings between members, etc.	10%
Other	15%
No answer	20%
	100%

By Documentor: The objectives of this session were quite clear to the participants and fairly well accomplished. The holding of the data until the school teams had developed their own hypotheses, about what the most important problems in their schools were, was especially effective. One team rejected the data as completely invalid, while in the other two teams, the data generally supported their initial hypotheses.

The three teams were at three different levels of cohesiveness. CAT-C seemed to be progressing quite well, and CAT-B, although beginning with the most disparate group, seemed to be moving toward cohesiveness. CAT-A was not making a great deal of progress. They are much larger than the other groups, 10 in number, and have had most of the absentees throughout the project seminar. One of their members has resigned and returned, and another resigned at this session.

Attendance for the first seven session has been very good, an average of 85.7% of those who were to attend were in attendance. The average number of participants per session was 21.4.

I. Change Seminar Session VIII.

Date:	3/5/70
Time:	7:15 to 10:15 p.m.
Place:	ISR
No. of Participants:	18
No. of Staff:	6

II. Session Design

Objectives:

1. To attempt to have the teams complete the problem definition stage moving toward the selection of a change project.
2. To continue the process of team building.
3. To continue to develop a group problem-solving method.
4. To conceptualize the process of change with emphasis on entry and the relationship to the system.
5. To begin the process of strategy planning in the school teams regarding the change project.
6. To complete the team building and organizational change phase of the seminar.

Activities:

1. Working in school teams. 7:00 - 8:00
2. Presenting a lecturette on the process of change and discussing its implications. 8:00 - 8:30
3. Coffee Break. 8:30 - 8:40
4. Working in school teams. 8:40 - 9:55
5. Administering PMR's. 9:55 - 10:00

III. Discussion of Seminar

Highlights: The work in school teams centered around the definition of the problem the team wished to attack, the goal statement, and the strategy to be used to implement the change project at the school.

The lecturette on the process of change seemed to be very well timed for use by the participants. The Lippitt and Mann model, Change as a Problem-Solving Process, and Kurt Lewin's unfreezing, moving, and refreezing concept were introduced and discussed. (Both of these models are located in Appendex D.)

IV. Evaluation of Session VIII

By Participants: Results of PMR's.

A copy of the seven question PMR is located in Appendex B.

The data represent the results from 13 PMR's.

Question #1. Most useful input by staff.

Cognitive input on change	46%
Personal learning and involvement	23%
Facilitating movement of group	23%
No answer	8%
	100%

Question #2. Least useful staff input.

None of the participants selected similar inputs from the staff, while 69% did not respond at all.

Question #3. Kind of influence had upon the selection of the change project.

Group decision (equal share)	38%
A great deal	23%
The problem selected was the one I wanted	15%
Other	15%
No answer	8%
	99%

Question #4. Ways that members assisted group functioning.

Contributions and investments	31%
Process interventions	31%
Other	15%
No answer	23%
	100%

Question #5. Ways that members impaired group functioning.

Side-tracking	38%
Effects of school day	15%
Some fractioning	15%
Was not impaired	15%
No answer	15%
	100%

Question #6. Learnings from cognitive inputs on change.

Helped see the total picture	31%
Personal applicability	23%
Other	23%
No answer	23%
	100%

Question #7. Application of learning from L-Group to this phase.

Personal learnings in observing responses and relationships	31%
None or not really	23%
Process Observation	15%
Yes	15%
No answer	15%
	99%

By Documentor:	The teams have been working hard, but have not been able to come to complete agreement on the nature of the change project. Two of the groups have settled on a problem, but CAT-A still doesn't have the support of the total team on its project. All of the groups have not yet completed the strategy planning phase, let along getting ready for the sharing of change projects which is scheduled next week. The participants are being pushed hard by the CRUSK staff, as evidenced by one PMR which contained only one comment, "I'm drained!". More time is needed for teams to develop consensus and commitment to their change projects and to move through the tasks at their own pace.

I. Change Seminar Session IX.

Date:	3/12/70
Time:	7:15 to 10:00 p.m.
Place:	ISR
No. of Participants:	20
No. of Staff	3

II. Session Design

Objectives:

1. To begin the change project implementation phase of the seminar.
2. To complete the selection of a change project.
3. To complete the process of strategy planning for the change project.
4. To begin to develop methods for evaluating the effect of the change project in the schools.
5. To prepare for sharing the change projects with the other school teams.

Activities:

1. Introducing the objectives of this session. 7:00 - 7:10
2. Working in school teams. 7:10 - 8:30
3. Coffee break. 8:30 - 8:40
4. Working in school teams. 8:40 - 9:55
5. Administering PMR's. 9:55 - 10:00

III. Discussion of Seminar

Highlights: The teams needed these three hours of work on their change projects. All of the school teams have selected their project, even though two of them changed theirs during this session. Two of the teams have strategy plans for implementing their intervention. Methods of evaluation and preparation for the sharing session next week are still to be completed for all three change-agents teams. An example of a change project is located in Appendex E.

The teams were given their instructions for next week's session to share with the other teams: (a) the problem and the criteria for its selection; (b) a definition of the client system; (c) goals, (d) strategy to be employed; (e) implementation plan; and (f) evaluation methods.

IV. Evaluation of Session IX

By Participants: Results of the PMR's

A copy of the five question PMR is located in Appendex B.

The data represent the results from 20 PMR's.

Question #1. Most useful staff input.

Trainer process interventions	20%
Trainer analysis	15%
Trainer summaries	10%
Trainer observations	10%
Clarification of problem by trainer	10%
Other	30%
No answer	5%
	100%

Question #2. Least useful input by staff.

40% of the participants did not answer this question. Those who did, had responses that could not be placed into categories, and would all be categorized as other.

Question #3. How well did you and your teammates understand tonight's tasks and issues?

Very well, clearly	20%
Quite well	10%
Not too well	15%
Not clear	5%
Understood, but ignored	10%
Knew, but felt it was too much for us	10%
Not present for opening session	10%
Other	10%
No answer	10%
	100%

Question #4. Important variables not considered by team in relation to the change project.

Responses were received from only 45% of the participants. 1/3 of those responding felt their first problem was too unmanageable, while the other 2/3 were not at all similar and would be classified as Other.

Question #5. How team functioned together in this session.

Not very well	25%
Openly and relaxed	15%
Mentioned leadership issues	15%
Moving generally forward	15%
Moving in circles	10%
Generally good	10%
No answer	10%
	100%

By Documentor: The participants seemed to be quite hard pressed to complete the tasks the staff has set out for them in the account of time available. Some teams are holding meetings outside of the regular siminar session. Among the responses to Question #3 were several that showed considerable frustration. Two respondents stated that their team's understood the tasks to be completed, but purposely ignored them. This served as an additional sign that the participants were being pushed, maybe too hard. The staff's dilemma was that there was only so much time left in the seminars and only so much time left in the school year. The sharing session was originally scheduled for this meeting, but is was postponed because the teams weren't ready to discuss their change projects. This entire session was provided for work in school teams. Maybe it would be effective if the staff reviewed the overall objectives of the seminar, the project and the necessity of attempting to stay on this tight schedule. The question is when to do it, now or when it is necessary.

I. Change Seminar Session X.

Date:	3/19/70
Time:	7:10 to 10:15 p.m.
Place:	ISR
No. of Participants:	15
No. of Staff	6

II. Session Design

Objectives: 1. To share the work the school teams have done over the last five sessions.

2. To provide an opportunity for the school change projects to receive a test with reality, in a role play situation.

3. To provide an opportunity for school teams to receive some constructive criticism and suggestions from other participants and staff regarding their change project.

Activities:

1. Sharing change projects by school teams (one hour for each of the three teams). 7:00 - 10:00

2. Administering PMR's. 10:00 - 10:05

III. Discussion of Seminar

Highlights: The attendance at this session was the lowest of the fourteen meetings. One school team, CAT-B, only had one member present.

During the presentation by CAT-C, a great deal of hostility was generated by those who were in role, as they continually interrupted the speaker. The staff did not make any attempt to interfer at that time. The more the role players heckled CAT-C, the more angry and defensive they became. After approximately 15 minutes, the staff did intervene to clarify and explain the role players' functions. However, the anger and defensiveness was so great that this process took considerable time. Then the CAT-C directed its hostility toward the staff for placing them in this situation. The role players did stay quiet while the team finished its presentation. Some of the comments of the role players were very perceptive, but it was doubtful that the members of CAT-C heard them, because of their defensive stance.

CAT-A was scheduled to present their change project following the coffee break. However, the participants caucused and decided to break the design, because individual school teams agendas were more important than sharing the change projects. The participants wanted to meet in their school teams as they had much work to do.

This was countered by staff requesting a discussion with the participants in which the role-playing situation was again reviewed with subsequent hostility and defensiveness from CAT-C. The overall objectives of the seminar and the project were discussed by staff and participants. The reasons for having to push so hard were also discussed and the crisis was generally worked through. It was agreed that CAT-A would make a presentation, but without the roles. Summaries of both presentations are located in Appendex E.

IV. Evaluation of Session X.

By Participants: Results of the PMR's

A copy of the four question PMR is located in Appendex B.

The data represent the results from 12 PMR's.

Question #1. Most useful staff input.

Discussing and critiquing the change projects	42%
Processing of the presentations	17%
Other	25%
No answer	17%
	101%

Question #2. Least useful staff input.

Opening session (role-play, instructions, etc.)	75%
Other	17%
No answer	8%
	100%

Question #3. Commitment of team prior to this session.

Much	25%
Quite a bit	17%
Very little	17%
Other	25%
No answer	17%
	101%

Question #3b. Has the commitment changed?

Yes	50%
No	25%
Other	8%
No answer	17%
	100%

Question #3d. Level of committment to the change project now.

Scale:	High	1	2	3	4	5	Low
Frequency:		6	3	1	0	1	

Mean: 1.8
No answer: 1

Question #4. What help did your team receive from others?

Need for refining and/or clarification	25%
Don't know	17%
No answer	58%
	100%

By Documentor: The major reason for low attendance was the fact that five of the members of CAT-B were conspiciously absent. Several different hypotheses could be made about this action: (1) the school principal could not attend and the team did not wish to make its presentation without him; (2) the team was not ready to make its presentation at this time; (3) there was a high degree of apprehension about the presentation before the other two groups. These are only hypotheses not explanations. The only explanation offered was a request from the team, a couple of days before the session, that the seminar be postponed.

The first presentation did not operate smoothly for several reasons, among them were: (a) lack of understanding regarding the role play situation by staff, which led to different briefings being given to the role players; (b) insufficient instructions to the role players about their functions; and (c) the delay of the staff intervention to clarify the misunderstandings of the role players. The contention by CAT-C that they had been "put-upon," by the staff not telling them that the others would be in role stemmed from the above difficulties plus an over-reaction of hostility and defensiveness. The staff attempted to see if the perspectives of the other relevant segments of the school's client system were represented in the implementation plans for the change project.

The role playing was eliminated in the second presentation. This resulted in the CRUSK staff performing almost all of the critiquing of CAT-A's change project and very few inputs being made by other participants. In addition, no student, parent, or administrator, perspectives were represented in the critique session.

I. Change Seminar Session XI.

Date:	3/26/70
Time:	7:30 to 9:40 p.m.
Place:	Forsythe Junior High School
No. of Participants:	22
No. of Staff:	6

II. Session Design

Special Note: On Wednesday, March 18, the Black Action Movement (BAM) had begun a strike against the University for increased enrollment of Black students. At first, the strike just shut down a few classes, but following the weekend, March 21-22, in which BAM gathered some considerable support from the University community, the strike gained mementum. On Monday, Tuesday, and Wednesday there were many strike meetings at ISR. The top ISR leaders finally gave official support to the strike and many of the workers in ISR did go on strike. On Thursday, March 26, the ISR building closed down and all employees went home. It stayed closed until the joint moratorium was issued by the President and BAM leaders late Sunday evening, and picketing and protesting virtually ended. The actual strike was not settled until March 31. One of the staff members was deeply involved in the strike and the resultant ramifications which occurred during and after it was over. The other staff members were in sympathy with the strikers. Work around the office was interrupted throughout the two-week period. The staff felt strong commitment to the Ann Arbor School Project. Planned meetings were held away from the office and seminar sessions XI and XII were held at schools.

Objectives:

1. To review the events of Session X to attempt to clarify and conceptualize the learnings for the participants.
2. To hear the presentation from CAT-B regarding their change project.
3. To provide school teams an opportunity to work individually, refining their goals, revising their strategies, etc.

Activities:

1. Discussing Session X with the participants. 7:00 - 7:45
2. Presenting the third change project by CAT-B. 7:45 - 8:45
3. Coffee Break. 8:45 - 8:55
4. Working in school teams. 8:55 - 9:55
5. Administering PMR's. 9:55 - 10:00

III. Discussions of Seminar.

Highlights: It was just about impossible to open the session without a reference to the BAM Strike, since the meeting place had to be moved because of it. This set off a discussion, which was shortened by a participant who questioned the use of seminar time to discuss this topic. A decision was made to move to a more confortable room, proceed with the night's design, and afterward, those who were interested in the issues of the BAM Strike could stay for a discussion.

Two of the staff members, who had listened to the tape of the previous session, reviewed the events and what had happened last week. (See statement by documentor, Session X, Evaluation section, p. 33). This was followed by general discussion of the session.

There was a brief presentation by CAT-B and the resultant question and answer period. Then the participants completed the PMR's and a small group of people went off into one corner and proceeded to discuss the BAM demands until almost 10:30. A summary sheet of CAT-B's presentation is located in Appendex E.

IV. Evaluation of Session XI

By Participants: Results of PMR's.

A copy of the four question PMR is located in Appendex B.

The data represent the results from 18 PMR's.

Question #1. Most useful staff input.

Explanation of last week's session	33%
CAT'B's presentation	17%
Other trainer-like behavior of staff	17%
Staff's feelings about the BAM Strike	11%
Encouragement of process interventions by other than staff, less need for staff	11%
Other	11%
	100%

Question #2. Least useful staff input.

Explanation of last week's session	28%
Nothing not useful	17%
Other	33%
No answer	22%
	100%

Question #3. Feelings about time spent on last week's session.

Valuable, helpful, profitable, time well spent	62%
Waste of time, too long	22%
Not at session last week	11%
No answer	6%
	101%

Question #4. What was helpful from CAT-B's presentation?

Their problem was feasible and achieveable	22%
Help with problems at our school	22%
The critique itself	11%
New and different strategies	11%
Other	11%
No answer	22%
	99%

By Documentor:	As was covered above in the Special Note, the University was in the midst of the BAM Strike. This had great effect upon the CRUSK staff and there was a great deal of apprehension about the staff's ability to work at Session XI. After verbalizing the staff's feelings about what was going on, the session proved to be quite profitable. To quote one of the PMR's, "Interested in the feelings of the ISR staff about the "U", Was glad they didn't cancel the meeting, and that ISR could get involved with our individual school projects." The first two objectives were accomplished to a optimum degree. The third objective, providing time for work in school teams, was omitted, due to the complex issues and opinions regarding the strike.

I. Change Seminar Session XII.

Date:	4/2/70
Time:	7:20 to 11:50 p.m.
Place:	Northside Elementary School
No. of Participants:	21
No. of Staff:	5

II. Session Design

Objectives:

1. To provide for teams to prepare for the implementation of their change projects.

Activities:

1. Working in school teams. 7:00 - 8:30
2. Coffee break. 8:30 - 8:40
3. Working in school teams. 8:40 - 9:55
4. Administering PMR's. 9:55 - 10:00

III. Discussion of Seminar

Highlights: Each of the school teams worked the entire evening on implementation steps. The three teams ended the session at different places. For instance, during the session, CAT-A rejected their change project, in favor of the first one they had chosen in Session IX, and CAT-B was prepared to implement their initial steps the following week at their school.

CAT-A had a crucial session which lasted to 11:45 p.m. The group achieved a sense of cohesiveness and commitment, but lost two of the members of the group in the process. A list of the goals developed by CAT-A is located in Appendex E.

IV. Evaluation of Session XII.

By Participants: Results from the PMR's.

A copy of the seven question PMR is located in Appendex B.

The data represent the results from 17 PMR's.

Question 1. Most useful staff input.

Pressure, pushing by staff	24%
Suggestions by staff	24%
Moving into L-Group situation	18%
Keeping the group on the track	12%
Other	12%
No answer	12%
	102%

Question #2. Least useful staff input.

Staff personnally involved in digressions or permitted digressions	24%
Can't think of any	18%
Staff too controlling	12%
Staff pressuring too much to maintain design	12%
Other	6%
No answer	29%
	101%

Question #3. Goal(s) teams was striving for.

CAT-A: Varied responses, though 40% stated the team was working on sub-goals for the problem.

CAT-B: Almost total agreement regarding setting up a meeting with the school staff for a report from the team.

CAT-C: General agreement on participative management concept as the goal by 59% of the team, the others named the actual goal, the working with staff on room reassignments for next year.

Question #4. The initial steps in implementing the plan.

CAT-A: Not yet determined

CAT-B: Report to faculty at staff meeting:
(1) What has gone on at the seminar
(2) Present the strategy
(3) Have a one day L-Group session at ISR.

CAT-C: Report to faculty:
(1) Send out agenda
(2) Team fishbowl about seminar and project
(3) Process fishbowl
(4) Negotiations for next year's room assignments.

Question #5. Evaluation methods.

CAT-A: to be determined.

CAT-B: PMR's and actual comments by faculty members.

CAT-C: Processing, but a number of the team members seemed to be unclear about it.

Question #6. How group worked tonight.

CAT-A: Best yet by 60%.

CAT-B: Varied responses, from productive to too much time spent on personal problems.

CAT-C: Very good by 59%.

Question #7. Was the session productive?

CAT-A: Yes--100%

CAT-B: Yes--80%

CAT-C: Yes--100%

By Documentor: The PMR's are quite a good description of the session. It was generally a very good one for all of the teams, which was supported by the staff's report. It is very revealing of the status of CAT-A and the problems they've had. CAT-A has had difficulty with its membership since the beginning of the seminar. As was mentioned before, one member had quit and then returned. Another member resigned after Session VII and was convinced by the team to return. The first person who left, dropped out again and later, following much persuasion by the members of the team, rejoined the group. The two members who left the team after this session never returned. The group is quite far behind in the development of a change project and probably won't be ready for implementation until May, at the earliest. CAT-B is implementing its project next week and CAT-C the week after.

I. Change Seminar Session XIII.

Date:	4/16/70
Time:	7:15 to 10:05 p.m.
Place:	ISR
No. of Participants:	21
No. of Staff:	6

II. Session Design

Objectives:

1. To evaluate the total seminar with participants and staff.
2. To develop some next steps for the total group.
3. To provide time for working in school teams.

Activities:

1. Discussing the seminar in a fishbowl arrangement with two representatives from each of the three teams. 7:00 - 8:00
2. Coffee break. 8:00 - 8:10
3. Working in school teams. 8:10 - 10:00

III. Discussion of Seminar

Highlights: There seemed to be a great deal of difficulty in getting two volunteers from each of the teams to form the fishbowl, in fact, CAT-B had only one representative. After the group got underway, people "warmed-up" to the task and discussed the seminar for 25 minutes before breaking into the total community for further discussion. Below is a summarized list of some of the major comments in the fishbowl:

1. A great deal of personal learning and growth came from the seminar;
2. That this meeting should not be thought of as a closing one, but of just a beginning one;
3. The experience is very difficult to communicate with other teachers, they need to be involved to understand;
4. All of the teachers in the three schools need this experience;
5. Sometimes the teams did not make a great deal of progress on task;
6. Learned just how important and difficult it is to get the group working together and pulling together.

7. The importance of trust and the need to build it;

8. The pros and cons of making value judgments;

9. The participants who left CAT-A; and

10. Some criticism of the change-agent team model.

The fishbowl dissolved at this point and the discussion was opened up to the total community for comments. Those listed below were points made by participants only. They were:

11. The school teams should have been in L-Groups rather than the mixed groups;

12. There was occasional unhappiness and resulting frustration regarding the structure imposed on the participants during the seminar by the staff;

13. The plans of the CRUSK staff were too unrealistic to be accomplished in the time alloted;

14. The title, Change-Agent Team, "sets off" certain preconceived notions, many of which are negative for teachers and tends to increase resistance;

15. Much team development, but not much evidence of impact upon the respective schools, nor the system as a whole; and

16. Inadequate explanation of the project and seminar by the CRUSK staff prior to the beginning of the seminar.

The teams made the decision that the total group would meet again in two weeks to review the implementation of the change projects of CAT-B and CAT-C.

IV. Evaluation of Session XIII

By Participants:	See the Highlights above, as the staff did not ask participants to complete a PMR for this session since it was primarily verbal evaluation.
By Documentor:	In general this session did accomplish the goals the staff had developed for it, and overall, the participants seemed to be quite happy with the format, except for their reticence in volunteering for the fishbowl. CAT-A should derive a great deal of benefit from the discussion of the implementation plans by the other two teams and their subsequent performances with their school faculties.

Successes of the Seminar - It was evident from the comments of the participants that one of the successful accomplishments of the seminar was the personal growth of the participants. This was also supported by behavioral observations by the staff. Also one of the accomplishments was the development of the teams. They all reached a state of cohesiveness and were able to work together. True, some did work together better than others, but all could be considered teams.

Failures of the Seminar - There were three major failings of the seminar as judged by the staff. First, there was not enough time spent conceptualizing the field of organizational change, which lead to the second failing, the lack of skill development in change agentry. Such skills as diagnosing a problem, strategy planning, implementing, etc., were not developed in the participants. The third failure was the staff's desire to pack too much into the seminar. The plans were unrealistic in terms of the amount of time the staff had, which led the staff to push and be over-rigid in the design structure. This tightness was the source of much participant frustration, especially during the final few weeks.

Change-Agent Team Model - The model itself seemed to create resistance from the teachers in several different ways. First, the title, Change-Agent Team, did appear to give teachers certain expectations which were unrealistic. The expectations for the teams by some teachers was practically overnight progress and almost immediate major change while other teachers saw the group as threatening. The result was the same, resistance. It seemed to be easy for the teams to become power or elite groups, which some of the team members were opposed to. One member, in the fishbowl, stated significantly, "I have a distaste for going to my peers and saying, we know a little more than you and now we're going to give you the message." A third way resistance was built on the inability of the participants to communicate what was going on in the change seminar sessions to other teachers on their faculties. Teachers, like most people, would become apprehensive when those who attended the sessions could not describe exactly what was happening, or appeared evasive in such a description or when responding to a direct question. The Change-Agent Team Model needs a closer examination than just a name change would provide, if it is going to prove itself capable of actually making changes in public education.

I. Change Seminar Session XIV.

Date: 4/30/70
Time: 7:15 - 10:10
Place: ISR
No. of Participants: 18
No. of Staff: 5

II. Session Design

Objectives:

1. To provide time for CAT-B and CAT-C to report back on their experiences in implementing their change project.
2. To critique each of the plans to learn from what was effective and what was not.
3. To provide time for teams to work on their own agendas.

Activities:

1. Reporting the experiences of the two teams who had implemented their change projects. 7:00 - 9:00
2. Coffee break. 9:00 - 9:10
3. Working in school teams. 9:10 - 10:00

III. Discussion of Seminar

Highlights: There was considerable resistance to the design, especially from CAT-B. They were convinced that their presentation would not help anyone else, even though they had had more impact upon their client system than either of the other two teams. After some urging by the staff, they did make a very brief presentation. CAT-C also briefly summarized their experiences.

All three of the groups were anxious to use the time which remained, working in their individual groups. CAT-A had set the date for their implementation session on May 6.

IV. Evaluation of Session XIV

By Participants: There was a request from the participants that no PMR's be used at this session, which was honored by the staff. It was very evident that the design for the first segment of the evening did not meet the needs of two of the teams, they wanted to use the time to work in teams.

By Documentor: The attendance over the last few sessions dropped just a little bit, making the average attendance for the fourteen sessions of the seminar 20.4. The percentage of attendance of those planning to attend, was 84.6.

The staff attempted to make the sharing of the experiences of CAT-B and CAT-C's implementation a learning situation, but this was not accomplished. The evidence seemed to indicate that the staff never really convinced the participants of the efficacy of reviewing an event after it happens to learn from what they have done.

Initially, the teams gave evidence of some competitiveness and it surfaced again during the evaluation discussion in Session XIII. The general concept of using the other teams for your benefit and reciprocating your assistance was never really accepted by the teams. The staff was aware of the competitiveness and tried to design the sessions so that the groups would help each other and offer support. It appeared that each of the three teams saw it as three separate teams, which successfully blocked the establishment of the cooperative norm. Each felt it was more important for them to go off and "do their own thing," rather than spend time assisting the other groups.

January 15, 1970

EXPECTATIONS FOR THE SEMINAR (CRUSK STAFF)

1. Own expectations

(1) To better understand schools as a result of working with teachers, administrators. (2-positive) To see and to understand real concerns of client system. (3) To get to know some new people. (1-negative) To be tired when we begin and more tired when finished on Thursday night.

Added insight into Ann Arbor program - schools - CRUSK. Skills in working with these people. Skills in working in change-agent program. Experiences gained from total involvement. Added insight into making changes with systems, etc.

Expect to learn about what kind of interest teachers have in their schools (in Ann Arbor). Would like to learn how to set up a seminar so different schools and different individuals can find a relevant path and take it. Would like to do more if the doing in the project. I know I'll continue to put off but maybe I can make some headway. (OWN)

Would like staff to get better at planning and working with the school people--not happy about it so far and I have my doubts. Expect we will not document and conceptualize like we'd "like". (STAFF)

Increase my repertoire of skills to work with group of school employees. Build a close bond of communication between staff (me too) and participants. Increase my ability to conceptualize and make activities relevant to what the participants can utilize. Help develop my skills as a mediator rather than an advocate.

I'm really anxious to see how this team handles the learning process compared to 685. I'm also expecting to learn more behaviorally many aspects of change and hopefully in a more "real world" situation like the schools.

Positive Expectation (Self) - More about adaptation of change knowledge to specific situations - organizations, setting, etc., utilization process. What kinds of information can we gather from this effort that have implications for input into pre-service training for educators (Schools of Education?) More about own style as a consultant, and the effect of that upon consultees. To get to know the individual people in the class.

Positive Expectation (Staff) - Staff will learn more about these three schools as well as the school system. Staff will learn more about change and knowledge utilization process. Staff will get to know the people in the class - also some of the students and other teachers in the schools.

Negative Expectations (Self) - Some people won't like me (Staff) - will make boo boos - including me. (Project) will flop! Not really

2. Team

To groooooooove.

Stay involved in their planning and actions. Observe their techniques, skills, and behavior, etc. Work on good communication between staff and staff - staff and teams.

Would like staff to get better at planning and working with the school people--not happy about it so far and I have my doubts. Expect we will not document and conceptualize like we'd like.

Build a close bond of communication between staff (me too) and participants. Develop a sense of community or esprit de corps among the participants. Make the seminar applicable to school problems. Assist people in personal growth and awareness in addition to other skills.

I really think these are going to be exciting people to work with and expect them to really work hard on their change projects and for changes in their schools. The only negative concern I have is our usual lateness in planning.

Staff will learn more about school problems and how to work on them. Will be a huge success.

3. Project

I expect to see some changes made, especially in areas of principal-teacher mutual working together. More involvement for students in decision-making.

Hope to see real commitment to make changes and follow through. Hope to see support of others in these sdhools. Hope to see evidence later of changes.

Expect that in some cases, schools will take this as a chance to really try and change things in their schools--there it could have lasting effects--in many, it will probably sort of peter out. Will depend a lot on whether change agent team members will have axes to grind. Expect that central administration will balk at critical points (e.g. setting precedents) but 50-50 chance it can be worked out.

Only one, facilitate and speed up the ability of the school system to make needed changes.

EXPECTATIONS FOR THE SEMINAR (T-2A TEAM)

1. Own Expectations

My expectations are minimal; I don't really see that the proposals for improved communication among our staff can effect much change. First, as specialists in communication, you showed a real lack of practical knowledge, or at least of ability to act upon that knowledge to even communicate your proposal clearly to the staffs seeking involvement in the project. Examples given at our building by a member of your staff seemed rather simple-minded--the sort of communicative problem one would expect in podunk-ville where the principal is the former chief jock (coach). I would like to think the educational and experiential level of Ann Arbor school staffs might obviate the necessity for much radical surgery in the areas of shared authority. We have people teaching wo are certain enough of their ground so that they never felt as if they needed to chafe under the administrative bind; rather they feel free to express opinions to the principal with assurance those opinions will be heeded. The principal is little more than an arbitrator at present in many Ann Arbor schools; the image of an authoritative figure lies buried somewhere before the public, through specialized pressure groups, became so involved in its schools.

Ways of bringing about change - to be more confident and vocal and straight-forward in expressing my thinking - to listen and understand and value others thinking - group techniques-communication techniques - (back to being more confident.)

I feel very hostile toward those persons who are in the education profession whom I see as being ineffectual. I actually feel they should get out of it - maybe, I'm too hard on others. Anyway, I wonder if I'll make some progress on dealing with this hostility. There are a number of persons from my own school here, including the principal whom I see in this light. Also, a teacher of my son from his school is here - I see this woman as the worst of the autocratic petty types we work with in teaching - would like to see someone work with her or get her out - I suppose this type of attitude needs to be worked on - I feel, at least, discouraged about the possibility of getting any real sensitivity thing going here - I hope I'm surprised.

Hope to learn more - something about myself and my interaction with others. Communication strengths and weaknesses between administration and staff - staff and students, administration and students, etc.

Uncertain. It has never been explained to my satisfaction what the purpose of these meetings is to be. I volunteered to participate only because I was intrigued by the statement that a process of some sort had been developed, and effectively tested within business organizations, that could facilitate communication among school personnel, and thereby facilitate change. Whether this is indeed the purpose of these meetings, I'm not sure I'm here to find out about such a "magical process."

First I should say that I'm not really sure why I'm here, except that discussing changes in schools is always stimulating, and that I think that's what we will be doing. That defines two expectations: (1) we will discuss school changes; (2) it will be stimulating. I hope further that I will be exposed to an all-encompassing philosophy (or maybe just recipe) for change. It seems to be that many "innovations" are merely chips in the toe of the sphinx. The anticipated philosophy should give me new ways to talk about what is happening in our schools. It will probably furnish me with vocabulary and, hopefully, concepts to match.

2. Team

I can't really speak to these.

"Team spirit" - cooperation and enthusiasm for bringing about desirable changes in our school.

Maybe we'll all become a bit more aware of what's hurting the school i.e. kids - how it can be changed.

Develop team trust and "ability" to go back and give'em hell - let's make some changes!

So far at least, my colleagues and I come here as individuals. There is no uniform approach. Since they had no more knowledge about the meetings than I have, I assume they share my uncertainty.

Our team looks good. They are all spark plugs. I can expect goodwill, coopertiveness, and work. For our team I expect to learn skills which enable one to work toward change. The others on the team are respected by their colleagues. This helps when they want to influence others.

3. School

I can't really speak to these.

Accomplish desire changes - an effective, congenial, easy communication between parents, students, faculty.

None - unless the principal wakes up to himself and the whole scene - plus, we get some money to implement any programs we come up with here.

Can we develop a more open, trusting faculty - staff to staff, staff to student? I'm somewhat pessimistic about impact, on total school - I'm sure we can help with change in quite a few areas.

T-2A has a faculty which, by and large, is receptive to change and experimentation. Nevertheless, it has been difficult to institute change. If these meetings can suggest a process for change that can be adapted to a school system, it will be accepted at T-2A.

I must be truthful, my expectations of the impact of this program on the school are rather low-medium. My hope is, though, that our school will grow as much as (we anticipate) we will grow.

EXPECTATIONS FOR THE SEMINAR (T-2B TEAM)

1. Own expectations

How to develop more effective ways of getting teachers to get involved in the planning and implementation of schools' educational program. More effective ways of getting information to and from all staff members. How to help staff become effective group members letting back home staff know about what I learn. Some disappointment in realizing how far we have to go.

a. To improve my ability to interact in a more effective manner with the administration and community in bringing about changes that directly effect children.

b. To improve my ability to work with my co-worker that are not cognizant of the present problems that exist between different ethnic groups.

1. A greater awareness and sensitivity of group processes.
2. What are some of the kinds of things involved in change?
3. To be able to make decisions that are just and fair and to make decisions period. I hope to analyze better different situations when involved with individuals and groups.

I hope to be able to deal with decision-type problems effectively; i.e., to come to conclusions quickly, be able to sift out irrelevant problems and deal only with the significant variables.

Developing more group dynamics and more awareness of group work. Learning more about myself in both group and individual situations. Develop more awareness of peoples individual differences. Learn to develop better judgment values.

Better interaction with administration and community. Better working with co-workers. Learn about self. Awareness of individual differences. Learn to develop better judgement values. Learn ways of getting teachers involved in schools' program. Communication within school. Frustration that the task may be too large.

2. Team

To really become a team - feel like a team - act like a team - get to know each other. Learn to express feelings, etc., openly. Learn to apply knowledge acquired in seminar in relationships with other staff, students and parents. Learn to help back home staff identify and solve their problems.

To bring about more solidarity within the school among the staff, and administration. To improve the rapport of the staff and community. To encourage more involvement of the black community in handling problems of the school.

I expect the team to be an aggressive force working together to demonstrate to a larger group or smaller ones how a group can function together and get things done that are meaningful and relevant to human beings within an up-tight structure.

Hopefully, the team will be able to affect changes after having learned to deal with problems that come up in school. Supposedly we will have all become better leaders in faculty dilemmas.

Develop better methods of communicating with other staff members. Help school staff members to make fair and just decisions on matters that concern us all. Be able to relate better with the community of our school, through the staff. Help to relate better to the black child.

Group skills. Application of knowledge to school. Improve relations in school. Improve staff-community relations. More involvement by black community. Examine goals in disciplining. Expect team to be effective in demonstrating how a team functions. Achieve meaningful changes - communication - decision-making.

3. School

The team concept developed in seminar becomes one for entire staff - and stop spinning wheels more.

To redefine our goals in terms of our discipline policies within the school.

I expect the school personnel to become more involved and sensitive to the needs of one another and to students. This can come about through learning greater skills in communication.

Obviously, the school - its principal, faculty, and students, will see some manifestations of this change - by roles strengthened, red tape eliminated; in general a happier school life, which I see, T-2B now as being an unhappy bickering family, caused by principal and teachers, alike.

Expect to create more involvement of the school and community. Expect more action and involvement of the schools and the black community.

Community and school involvement. Roles strengthened. Red tape eliminated. Happier school life. Sensitivity to needs of staff. Communications. Stop spinning wheels.

EXPECTATIONS FOR THE SEMINAR (T-2C TEAM)

1. Own expectations

Self - (more about self) Learning will hopefully be revealing in areas of various roles one should function in to facilitate group interaction. Change is not threatening. Autonomy!

I expect to learn how to communicate better with others. I expect to grow professionally.

I hope to learn something about the process of change: forces which bring about change, forces which inihibit change. I also hope to clear up, in my own mind, some of my goals as a teacher. I want to change my classroom environment. I hope to discover some concrete directions in which to move and to become more aware of the dynamics of change. I also hope to learn a little bit more about people who feel less need for change - how they view change.

Learning how to work with others for effective decision-making (techniques). Improvement in the broad sense of "human relations" - sensitivity and ability to identify the problems in communication.

To learn how to function effectively in a shared decision-making role. To learn how to offer support that will increase ability of others to participate. To learn how to keep the action in proper focus and perspective. To learn how to critically evaluate process. To learn more about myself and role as member of group.

2. Team

Skills in group dynamics. How to promote the contributions and differences among individuals without breaking down the individuals need for feeling support of the group.

I expect our team to be better equipped to communicate with the other teachers in our school - overall relationship improvement. This improved relationship, hopefully will bring about needed changes.

I hope this project will bring me in closer contact with team members for the purpose of exchanging views. I hope we can discover points of agreement and points of difference and talk frankly about them.

Formation of a nucleus of people trained in promoting decision-making skills.

To develop skill in working as a team. To develop ability to identify important issues. To develop ability to share thoughts and ideas honestly and frankly. To become skillful in sharing newly developed abilities and techniques with rest of staff. To become more sensitive to total staff needs and concerns.

3. School

Desire to become involved in the change process. Conflict without polarization! Authority hang-ups. Carry-over to involve students and parents in change process.

I expect our school to be in a better position (or know how) to bargain for basic school needs or basic changes.

As a team composed of members with varying backgrounds we represent, in some ways, a cross-section of our total school staff. I hope we can share our experiences in looking at change, in planning for change, in arguing against or for specific changes with the total staff. I hope this project will lead to changes in the learning environment for the kids and for the teaching environment.

Bringing the staff closer together (or at least more sensitive to their differences) in working on problems. A gain in a feeling of participation in school matters.

To develop effective means of sharing, communicating, and implementing decisions. To minimize authority hang-ups. To translate newly developed skills into more effective educational program. To learn how to avoid or deal with destructive conflict. To accept differences and learn how to use them constructively.

POST MEETING REACTION FORM
Session I
January 15, 1970

*Rating Scale:
1 - Very Great
2 - Great
3 - Some
4 - Little
5 - None

A. Listing of expectations facilitated my learning.

B. The period spent in getting acquainted helped me to learn about the group, in general, and about individuals.

C. The conflict generated during the large group meeting facilitated my learning.

*The three questions were placed on the board and the participants were asked to react to them using the scale provided. They were instructed just to place the number which corresponded to their opinion and feelings next to the appropriate letter.

POST MEETING REACTIONS

Session 11
January 22, 1970

In general, how satisfied were you with tonight's meeting?

Very Satisfied	Quite Satisfied	Satisfied	Quite Dissatisfied	Very Dissatisfied

How much did you feel you learned from the non-verbal exercise?

A Great Deal	Quite a Bit	Some	Little	Nothing

How much did you feel you learned from your learning group?

A Great Deal	Quite a Bit	Some	Little	Nothing

How applicable are tonight's learnings?

Very Applicable	Quite Applicable	Applicable	Not very Applicable	Not at all Applicable

How satisfied were you with the negotiation session?

Very Satisfied	Quite Satisfied	Satisfied	Quite Dissatisfied	Very Dissatisfied

How helpful do you think the CRUSK staff has been?

Very Helpful	Quite Helpful	Helpful	Not very Helpful	Not at all Helpful

Please add any comments you have or any suggestions for improvement.

POST MEETING REACTIONS
Session III
January 29, 1970

In general, how satisfied were you with tonight's meeting?

Very Satisfied	Quite Satisfied	Satisfied	Quite Dissatisfied	Very Dissatisfied

How satisfied were you with the negotiation session?

Very Satisfied	Quite Satisfied	Satisfied	Quite Dissatisfied	Very Dissatisfied

How much did you feel you learned from the non-verbal exercise?

A Great Deal	Quite a Bit	Some	Little	Nothing

How much did you feel you learned from your learning group?

A Great Deal	Quite a Bit	Some	Little	Nothing

How applicable are tonight's learnings?

Very Applicable	Quite Applicable	Applicable	Not very Applicable	Not at all Applicable

How helpful do you think the CRUSK staff has been?

Very Helpful	Quite Helpful	Helpful	Not very Helpful	Not at all Helpful

Please add any comments you have or any suggestions for improvement

Post Meeting Reactions
Session IV
February 5, 1970

We have noted that the post meeting reactions from the last two meetings have shown a wide variety of responses to the sessions. To better identify specific areas where there is satisfaction or dissatisfaction we have redesigned this form. Please try to cite specific incidents of behavior which could serve as feedback to help the staff.

What was the most useful staff input in tonight's session?

Why was this useful?

What was the least useful staff input in tonight's session?

Why wasn't this useful?

What specific learnings did you gain from your Learning Group which were personally meaningful?

In what way will these learnings be applicable?

Post Meeting Reactions
February 12, 1970
Session V

1a) What was the most useful staff input in tonight's session?

1b) Why was this useful?

2a) What was the least useful staff input in tonight's session?

2b) Why wasn't this useful?

3) How effective was the sharing with your team members in facilitating your awareness of L-Group learnings?

4) What effect did the sharing have on the functioning of your school team?

5) What was the significance of the non-verbal?

6) What kind of process contributions did you make to the team during the problem identification session?

Post Meeting Reactions
February 19, 1970
Session VI

1a) What was the most useful staff input in tonight's session?

1b) Why was this useful?

2a) What was the least useful staff input in tonight's session?

2b) Why wasn't this useful?

3a) What was the personal significance of the problem you selected?

3b) How did you move the problem toward solution?

4) What did you learn about problem solving from this session?

5) What ways can you see of using tonight's learnings in your school team?

II-59
Post Meeting Reactions
February 26, 1970

Session VII

School________________

1a) What was the most useful staff input in tonight's session?

1b) Why was this useful?

2a) What was the least useful staff input in tonight's session?

2b) Why wasn't this useful?

3) What progress was made toward defining a problem for the teams' change project?

4) In what ways is your school group functioning as a team?

5) What, in your estimation, is impeding this process?

5b) What are you doing about it?

II-60

Post Meeting Reactions
Seminar VIII
March 5, 1970

School__________________

1a) What was the most useful staff input in tonight's session?

1b) Why was this useful?

2a) What was the least useful staff input in tonight's session?

2b) Why wasn't this useful?

3) What kind of influence did you have on the selection of the change project for your school?

4) In what ways did members of your group assist in the group's functioning?

5) In what ways was the functioning impaired by group members?

6) How has the conceptual inputs or change been helpful to you?

7) How have you been able to apply your learnings from the L-Group phase of the seminar?

II-61

Post Meeting Reactions

Session IX

March 12, 1970

1a) What was the most useful staff imput in tonight's session?

1b) Why was this useful?

2a) What was the least useful staff imput in tonight's session?

2b) Why wasn't this useful?

3) From the directions in the opening session, how well did you and your team members understand the tasks and the issues for the evening?

4) What important variables were not thoroughly considered by your team in relation to your change problem?

5) Please make observations about the process of your team tonight (i.e. on the way they functioned together, individual feeling, leadership, etc.).

Post Meeting Reactions Session X - March 19, 1970

1a) What was the most useful staff input in tonight's session?

1b) Why was this useful?

2a) What was the least useful staff input in tonight's session?

2b) Why wasn't this useful?

3a) How much commitment did the members of your change team have to your change project before tonight's meeting?

3b) Has the commitment of the group changed in any way during this session?

3c) How has it changed?

3d) Circle the level of commitment you have to your change project right now.

High 1 2 3 4 5 Low

3e) What was the basis for the response to question 3d?

4) What specific suggestions or objectives made by other participants will serve to aid strategy planning for your change project?

Post Meeting Reaction Form *
Session XI
3/26/70

1a. What was the most useful staff input in tonight's session?

1b. Why was this useful?

2a. What was the least useful staff input in tonight's session?

2b. Why wasn't it useful?

3. How do you feel about the time spent processing last week's session?

4. What did noy find helpful from CAT-B's presentation?

* The above questions were written on the board for the participants to react to.

School: ____________________

Post Meeting Reaction Form Session XII
April 2, 1970

1a. What was the most useful staff input in tonight's session?

1b. Why was this useful?

2a. What was the least useful staff input in tonight's session?

2b. Why wasn't this useful?

3. What goal(s) is your team striving toward in the initial implementation steps of your change project?

4. What are those initial steps?

5. How does your team plan to evaluate the effectiveness of these initial steps?

6. Comment on your feelings concerning the way your group worked together tonight?

7. Was the session productive?

Post Meeting Reaction Form
Session XIV
April 30, 1970

1a) What was the most useful staff input in tonight's session?

1b) Why was this input useful?

2a) What was the least useful staff input in tonight's session?

3) In what way(s) was the teams' sharing their experiences with their staffs helped?

4) In what way(s) was your team work this evening useful?

5) What additional points, if any, could you make regarding the future of the project (including personal, team, school, and system needs where relevant to project)?

6) Please comment on your feelings about PMR's.

Post Meeting Reaction Form Results

There were a total of 19 PMR's received by the staff. Five participants did not return their PMR's. Table #1 are the results of the first question: What was the most useful staff input in tonight's session?

Table #1 Most Useful Staff Input

Question 1: What was the most useful staff input in tonight's session?

Forms returned - 19 Completed Question #1-18

Response	Percentage responding
1. Feedback Sheet	33.3%
2. Personal learning & involvement	16.7%
3. Trainers exposure of self	11.1%
4. Trainers interventions	11.1%
5. Other	27.8%
Total	100.0%

It is easy to see that most of the participants felt the feedback sheet was most useful to them. One notes that all the activities or incidents mentioned occurred in the L-Groups. This would indicate a preference for the staff inputs in L-Groups. No one mentioned activities form the total group session.

The following quotes from the PMR's are intended to cover the breadth of the responses from the participants.

> "The feedback information plus explanation of it in the L-Groups as the group worked."
>
> "Real (honest) participation, part of the group."
>
> "Keeping things relevant, getting us back to the issue at hand."
>
> "There were some lessons drawn from my exchanges in particular. They were useful, but they made me somewhat uncomfortable."
>
> "Providing passive direction to the small group interaction in ways that focused the group on process."

It was difficult to categorize the responses to Question #2. Since the responses to Question #1 revolved around trainers' interventions (specifically the one on feedback), trainers' participation, and participant's learning, the responses to Question #2 concern those specific categories in Table #1.

Table #2 Usefulness of Staff Input

Question 2: Why was this useful?

Forms returned - 19 Completed Question #2-18

Response	Percentage responding
1. Self revelation and realization	27.8%
2. It gave me an understanding of what was going on	16.7%
2. Pertaining to trainer participation (i.e. proved involvement)	16.7%
3. Facilitated movement of group	11.1%
4. Other	27.8%
Total	101.1%

The following quotes give some indication of the participants responses to the second question.

> "It [the feedback information] gave some direction to the L-Group (which had at times groped as much as it grouped)".
>
> "It [the personal disclosure] brought him closer to the group."
>
> "There were some points brought up about feedback that made me realize that I violate many of the responses to people..."
>
> "I'm interested in how my actions affect others."
>
> "It [the summary of the L-Group] made the session as a whole more meaningful."

Table #3 is a composite of what the participants thought were the least helpful staff inputs.

Table #3 Least Useful Staff Inputs

Question 3: What was the least useful staff input in tonight's session?

Forms returned - 19 Completed Question #3-13

Response	Percentage responding
1. Opening session	66.1%
2. There was nothing	22.9%
3. Others	10.8%
Total	99.9%

46% of those responding to what was least helpful specifically identified the opening session. An additional 20% identified activities which were contained in the opening session itself.

The following are quotes from the participants' forms which illustrate the participants' responses.

> "The fol-de-rol about status of project in regard to second year funding."
>
> "Can't think of anything."
>
> "Active participation as members of the group."
>
> "The large group meeting was a complete waste."
>
> "Wish the staff took a more active role."
>
> "Subjectively, some of the direction, albeit passive, tended to focus on inconsequentials."

Table #4 is an illustration of why participants thought the staff inputs weren't useful to them.

Table #4 Why staff inputs were not useful

Question 4: Why wasn't this useful?

Forms returned - 19 Completed Question#4-9

Response	Percentage responding
1. Redundant and accomplished nothing	44.4%
2. Behavior of Trainers in L-Groups	11.1%
3. Other	44.4%
Total	99.9%

There seemed to be a general feeling that the staff should have done something to cut the opening session short.

The following quotations are indicative of the responses from participants on question #4.

> "I never know her (the trainer) position and why she was acting as an authority."
>
> "At times it was extremely difficult for some members to avoid resistance in displaying feelings."
>
> "Opening session seemed false, was it because they were unsure of what it would do to commitment of group?"
>
> "A loss of interest by several members of the group."
>
> "I felt the staff could have cut it shorter - i.e., staff more knowledgable on issue - we spun wheels."
>
> "There was not feedback from ISR staff."
>
> "Because of constraints which this (active participation of staff as members in L-Group) seems to impose on other group members in speaking out."

There was a wide variety of responses to question #5 concerning specific learnings from L-Groups. Therefore, it was necessary to categorize the responses. The 36 responses were placed in three categories: (1) Learnings centered around self; (2) learnings centered around the group as a whole; and (3) learnings which are not clearly definable as self or group. The third category was usually expressed as something which could be a learning about self but is expressed in a way that it could also pertain to the group. A good illustration was, "more active participation on my part might prove valuable both to me and the group."

Table #5 Learnings from L-Groups

Question 5: What specific learnings did you gain from your Learning Group which were personally meaningful?

Forms returned - 19
Completed Question #5-19
No. of responses - 36
Mean responses/respondent - 1.9

Response	Percentage responding
1. Learnings about self	58.3%
2. Learnings about group process	22.2%
3. Learnings about self & group process	19.4%
Total	99.9%

This is the only question which all of the returned forms contained a response. The fact that the participants averaged almost two responses per form seems to support the generalization that the L-Groups produced learning. The data indicate that participant learning focused generally on self and how he is seen by others.

To get some feeling for the vast scope of the responses to this question, here are some quotations from the completed PMR forms.

> "Dealing with people more personally, less hostilely."
>
> "About myself - others seeing me as being afraid to talk, my own hostility and inability to express all of it, my intervention in an interaction and the basis for that - a need to protect another person who may not have needed protecting. Ambivalence about getting conflict out into the open and making things run smoothly."
>
> "Being aware of more about myself and my own feelings helps to interact more effectively with others."
>
> "1) That I come on immediately hostilely to people. 2) That this makes them hostile to me and unable and unwilling to accept criticism from me. 3) The fact that I used the work criticism in

the last statement is connected with another thing learned - I'm not sure I want to help people."

"Not too much that was personally meaningful - I guess I know myself sufficiently well that I really feel no great need for feedback on how my behavior affects others; I think I'm perceptive enough to have ascertained this before this process, and have seen nothing in the L-Group to alter that view to any extent."

"Communicative messages or interpretations of such messages are highly inaccurate unless substantial feedback to assumptions is practiced."

"That feelings are very important."

"Some people's feelings are worth more to me than other perople's feelings. In a group my role seems to be direct involvement while others sit back."

Question #6 also had a wide variety of responses. They were divided into the following six categories: (1) the development and use of group process skills; (2) self improvement; (3) help in working in school teams; (4) use of learnings in other situations: (5) not certain where learnings can be used; and (6) other.

Table #6 Application of Learnings

Question 6: In what way will these learnings be applicable?

Forms returned - 19

No. of responses - 22

Completed Question #6-14

Mean responses/respondent - 1.6

Response	Percentage responding
1. Use & development of group process skills	27.3%
2. Use learnings for self improvement	27.3%
3. Help in working in school teams	18.2%
4. Not certain where learnings can be used	13.6%
5. Use learnings in other situations	9.1%
6. Other	4.5%
Total	100.0%

The data did not appear to be as clear regarding the application of L-Group learnings as it was regarding specific learnings from L-Groups. Where all of the respondents to Question #5 (N=19) saw the L-Group as a learning situation, only 10 of the 24 seminar participants verbalized the applicability of the learnings.

Below are several quotes which indicate the varied responses from respondents.

> "That's hard to say specifically. I think I'll just feel more secure in the future. A secure person can be more acceptant of other people and thereby create more security in them which leads to the cooperation essential to change. (Is that too pedantic?)"
>
> "Hope to encourage this kind of staff interaction."
>
> "Being aware of more about myself and my own feelings helps to interact more effectively with others."
>
> "Prompts me to focus more heavily on process and the feedback associated with it, rather than upon mere content that has been the case in the past. Prompts me to probe communicative inputs before I attempt to react to their substance or content. This demonstrates to me that in functional communications that real attention must be given to process considerations, since process so heavily affects the direction that content takes."
>
> "Just about any place."

Review of data from PMRs

Table #7 Percentage of response from participants on all questions

Questions	%tage of those in attendance responding	%tage of PMRs returned responding
1. Most useful staff input in session	75%	95%
2. Why useful?	75%	95%
3. Least useful staff input	54%	68%
4. Why wasn't this useful?	38%	47%
5. Specific learnings	79%	100%
6. Applicability of L-Group learnings	58%	73%

Since all of the responses to questions #1 and #2 were about the L-Groups one could easily conclude that L-Groups were useful to at least 75% of the participants. The responses to question #5 also support the usefulness of the L-Group in that 79% of the participants (100% of those turning in PMRs) indicated they had gained personal learnings in the L-Groups. The scope of responses from these three questions was very broad (see above quotes from each question), yet the vast majority of them were focused into two areas: (1) learnings about self; and (2) learnings about group process.

Response rate fell lowest in questions #3 and #4. The responses to question #3 seemed to indicate that participants had some difficulty identifying more than one specific input or activity on which to focus. Almost two-thirds of those responding (only 33% of the total participants) reported that the opening session was least useful. The others either left it blank, responded that there was nothing not useful, or identified some particular act in the L-Group.

The responses to question #4 were even further diminished in numbers and in specificity. One item which was identified by almost half of those responding (only 17% of the total participants), was that the beginning session was a waste of time. The staff discussed U.S.O.E. rejection of the proposal for the second year of the project in that session.

The final question seemed to indicate that participants were unclear about the applicability of the L-Group learnings. The response rate for question #6 was only 58% of the total participants. Even though a high percentage of those responding verbalized the applicability of the L-Group learnings, this represented only 42% of the total participants.

Statement by Researcher

The depth and scope of the responses by the participants on all questions was what originally attracted the researcher to write this analysis. Therefore, he wishes to make a couple of points in regard to the data and to its interpretation.

First of all, questions #3 and #4 attracted interest even though they contained the lowest response rate. The impression was relayed from participants' responses that time was wasted in the opening session and staff should have done something about it. It is the opinion of the researcher that time may have been wasted, however; by delaying the feedback until the PMR, nothing could be done about it. The participants will recall that one of the items on the feedback list dealt with timing. (The staff does not retain all responsibility for process intervention. Participants share this responsibility, reporting their feelings periodically to help the process move along.)

As was pointed out in the review above, the data indicate that the participants generally learned aobut self and group process in the L-Groups. This fulfilled one of the objectives set forth to be accomplished by the L-Groups. However, in addition, the L-Group was to provide opportunities and experiences in making use of participant learnings in order that these learnings could be applied in other situations (i.e., classroom, family, school change teams, etc.). The data indicate that participants generally did not verbalize situations in which the learnings could be applied.

In the opinion of the researcher, this would indicate that the second objective was not reached and participants need additional opportunities and experiences in which to make use of these learnings. The L-Groups were just too short in length. Therefore, the designs of future sessions will need to provide additional opportunities and experiences for participants to apply their new learnings.

In order to refocus participant thinking about L-Group learnings and their applicability, one of the PMRs in the future will contain a question or two about these learnings.

FEEDBACK (SESSION IV)

FEEDBACK is a way of helping another person to consider changing his behavior. It is communication to a person (or a group) which gives that person information about how he affects others. As in a guided missle system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Some criteria or useful feedback:

1. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

2. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he sees fit. By avoiding evalutive language, it reduces the need for the individual to react defensively.

3. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."

4. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

5. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

6. It is well-timed. In general, feedback is most useful at the earliest possible opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.)

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a training group, both the giver and receiver have opportunity to check with others in the group the accuracy of the feedback. It allows the check "Is this one man's impression or is it an impression shared by others?"

9. Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means of establishing one's identity - for answering: "Who am I?"

SELF INQUIRY FORM (SESSION V)

1. What kinds of learnings did the L-Group provide for me?

2. How can I transfer these learnings into my behavior in our school change-agent team?

THE HELPING EXERCISE (SESSION VI)

Helper A

Requirements of the helping situation:

1. Trust establishment

2. This is a joint exploration of problems, thoughts, behaviors and feelings

3. There must be listening on both sides.

Points for the Helper to keep in mind:

1. You are trying to constructly assist the helpee in increasing autonomy, understanding, effectiveness, and skill.

2. You are trying to establish mutual trust and acceptance.

3. You wish to communicate to the other person that he is valued as a person and fully understand.

4. Your behavior should exhibit interest, genuine concern, and encouragement with objectivity.

5. You should not be judgemental, nor praising or condemning the helpee on his behavior.

6. You should be aware of your own feelings, attitudes and responses in addition to being sensitive to those of the helpee.

Tips for the Helper

1. Do not give advice.

2. Make certain you understand what the helpee is trying to communicate.

3. Assist in examining alternatives and consequences.

4. Assist in clarifying and defining of issues.

5. Be helpful in confronting the helpee with the reality that he must look at his own role in the situation and recognize his limitations.

6. The application of pressure to the helpee's resistance tends to increase that resistance.

7. Do less talking than the helpee.

8. Draw out the helpee with comments like "Tell me more," "Can you clarify that?"

Helpee B

Requirements of the helping situation:

1. Trust establishment
2. This is a joint exploration of problems, thoughts, behavior, and feelings.
3. There must be listening on both sides.

Points for the helpee to keep in mind:

1. You should be open in considering suggestions, alternatives, or difference in point of view.
2. Be willing to admit that you are having difficulties and to explore fears surrounding them.
3. Honestly search for solutions rather than only sympathy or support for your point of view.

Process Observer C

Requirements of the helping situation:

1. Trust establishment
2. This is a joint exploration of problems, thoughts, behaviors and feelings.
3. There must be listening on both sides.

Observe the interaction between helpee and helper

Areas of special concern:

1. Trust established
2. Acceptance from the helper
3. Use of power or influence (i.e. advice giving, persuasion)
4. Helper fully understand the helpee's problem
5. Helper condemns or praises
6. Helpee talks more than helper
7. Helper helps helpee clarify and define

FORCE FIELD TECHNIQUE OF DIAGNOSING A PROBLEM

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Center for Research on Utilization of Scientific Knowledge
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University of Michigan
September 1966

Suppose that youth worker came to you and said, "The group of children that I'm working with this year is very difficult. There is one child in particular who seems to cause the trouble. Do you think I should remove that child from the group? Do you believe this might solve my problem?" You would need to ask many questions of this youth worker in order to be helpful. This situation can be compared to a patient who comes to a doctor and says, "I have a terrible headache. Do you think I should undergo brain surgery?" The doctor would naturally conduct a careful diagnostic examination before even considering what action to take in order to solve the problem.

In both of these problem situations, someone has jumped directly from a problem situation to considering a plan of action. The real problem in both cases is that several important steps in the problem-solving process have been left out. This paper will reveiw these steps and give particular attention to the force field technique of diagnosing a problem.

Action-Research Steps of Problem Solving

1. Identifying the Problem - Who is causing it and who is affected by it? What specific goals would need to be attained in order for the problem to be resolved? What kind of a problem is it - e.g., insufficient or inaccurate communications; lack of time, energy, or material resources; a situation which appears different to different people; lack of clarity or agreement about goals, lack of clarity or agreement about means of reaching the goals; conflicts of values or attitudes; lack of necessary skills; unclarity about roles or membership norms in a group; power

conflict in decision making; lack of expression, or inappropriate expression of feelings; lack of use, or inappropriate use of individual resources; etc.

2. Diagnosing the Problem Situation - Once the problem has been clearly stated in terms of goals to be attained in order to resolve it, one should identify the forces operating in the situation which tend to push toward a particular goal and those pushing against attaining that goal. As the true forces are identified, it often becomes clear that the goals which were first thought to represent a solution are incorrect or inadequate ones. New goals must be stated and new forces identified repeatedly as one works toward resolution of the problem. Diagnosis is a continuous part of problem solving.

3. Considering Action Alternatives - As diagnostic work progresses, a range of action alternatives should emerge. Each should be considered in relation to knowledge of the forces operating in the problem situation. If one or some combination of the alternatives is tried, what will happen to the forces pushing toward or away from a particular goal? How will the forces operate to influence the success or failure of trying a particular action alternative?

4. Trying Out an Action Plan - At some point, one or a combination of the action alternatives will be attempted. As the attempt is made, information will be needed to assess whether there is movement toward the goals. This would include discovering which forces are changing so as to understand what is accounting for movement, or lack of it. Such assessment provides both an evaluation of progress and a new diagnostic picture. It clarifies the next action steps which need to be taken. It may also identify additional skills which may be needed in order to move ahead. This latter type of information should be the basis of in-service training closely related to any action program.

5. Diffusion and Adaptation - Information gained from action experience in dealing with a problem should be shared with others who face similar problems. Information to be diffused should include: a clear, specific statement of the problem; the forces involved in the

problem situation; a description of action taken to change the forces; results of action including failures as well as successes; special problems that were encountered; and special skills that were needed to carry out particular actions. These kinds of information make it possible for persons in another setting to adapt elements of what was tried to their own diagnoses of their particular problem situations.

Continuous attention to diagnosis is the cornerstone of the action-research steps of problem solving. Without complete, accurate diagnosis, problems in youth work tend to multiply. Fads are accepted which don't really fit the local situations where they are applied. Potentially good solutions are abandoned without realizing the slight changes which were needed to make them work. Decisions are made on the basis of peoples' ability to argue or on the status of positions which they hold rather than on the true facts of the situation. Helpful innovations in youth work are rediscovered and die repeatedly without being effectively shared as people don't know what to tell or what to ask about how they worked.

There are probably several reasons why good diagnostic work is not engaged in very actively by people who work with youth. One is that it is comparatively difficult to identify clear goals in helping youth to grow. An engineer can make accurate estimates of the kinds and quantities of materials he needs to build a power dam to produce a given amount of electricity in a certain setting. It is vastly more complicated for a youth worker to estimate the kind of experience that will help a group of children develop a trait, such as interdependence, appropriate to their innate abilities and the probable opportunities of their life setting.

It is often difficult to get accurate information even when goals can be stated clearly in work with youth. The medical doctor listens with his stethescope, views with his x-ray machine, and analyzes with his chemical and electronic equipment. Youth workers are only beginning to be provided with the tools being developed by social scientists to gather the sorts of diagnostic data of critical importance to their efforts. These include ways to be sensitive to feelings, inner values and attitudes, ways to learn of the perceptions people have of each other and the norms which operate in groups to influence the behavior of the individuals in them.

An especially important barrier to becoming involved in good diagnostic work is simply the lack of awareness of how important and satisfying such effort can be. Spending time gathering information, thinking about it, and planning on the basis of it is not a traditional part of the youth worker's role. There is little support or reward for time which is not spent in carrying out action or for time spent in working directly with youth or carrying out administrative details.

Force Field Technique for Diagnosing a Problem

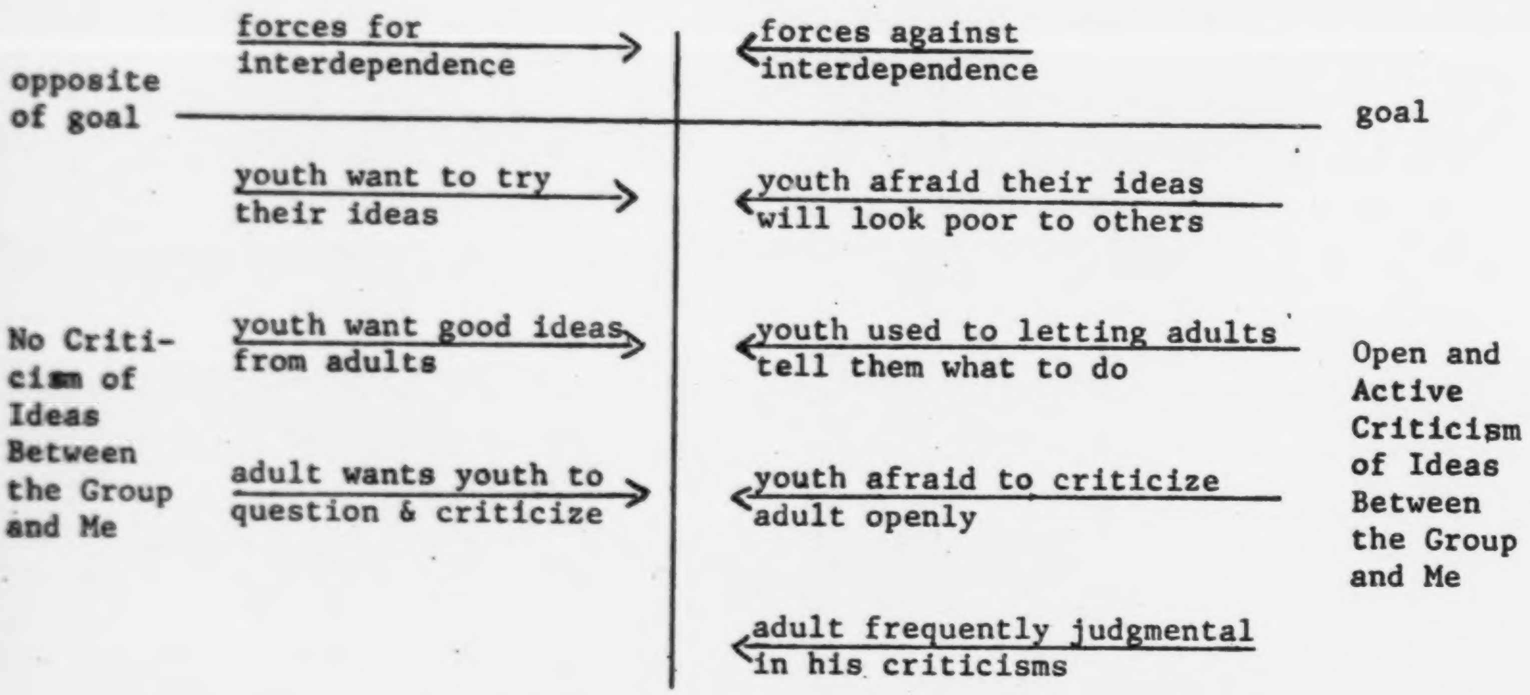
To use this technique, one must first state a problem in terms of a clear goal. An example will be used to illustrate the technique. Mr. Jones is a youth worker who states his problem as follows:

> As an adult working with a group of youth, I'm concerned about developing interdependence between us. I don't want the youth in our group to do things just because I suggest them. On the other hand, I don't want them to reject ideas just because they come from the adult. I have a goal of the group becoming more open and active in criticizing what they see as helpful and nonhelpful in my suggestions and of seeking my reactions to theirs.

Mr. Jones is now ready to write out his first force field. He takes a blank sheet of paper and writes the general nature of the problem at the top. He then draws a horizontal line across the top. On the left side of the line he writes the words "forces for interdependence". On the right side he writes "forces against interdependence". In the right-hand margin of the paper he writes the goal which he has specified for his problem, "open and active criticism of ideas between the group and me". In the left-hand margin of the paper he writes the opposite of his goal, "no criticism of ideas between the group and me". Now he draws a vertical line down the middle of the page. This line represents the way things are at the moment with regard to openness and activeness of criticism between him and the group. Things are the way they are at the moment because there is a set of forces pushing from the left toward openness and activeness of criticism, and an equal set of forces pushing from the right against openness and activeness. If the forces on the left become stronger while those on the right stayed the same or got weaker, then the line would move toward the right - toward more openness and activeness. Mr. Jones must now write out what he believes to be the important forces operating in this situation. Diagram I presents his first effort at writing out the force field.

DIAGRAM I

Force Field #1 - Interdependence Between the Group and Me

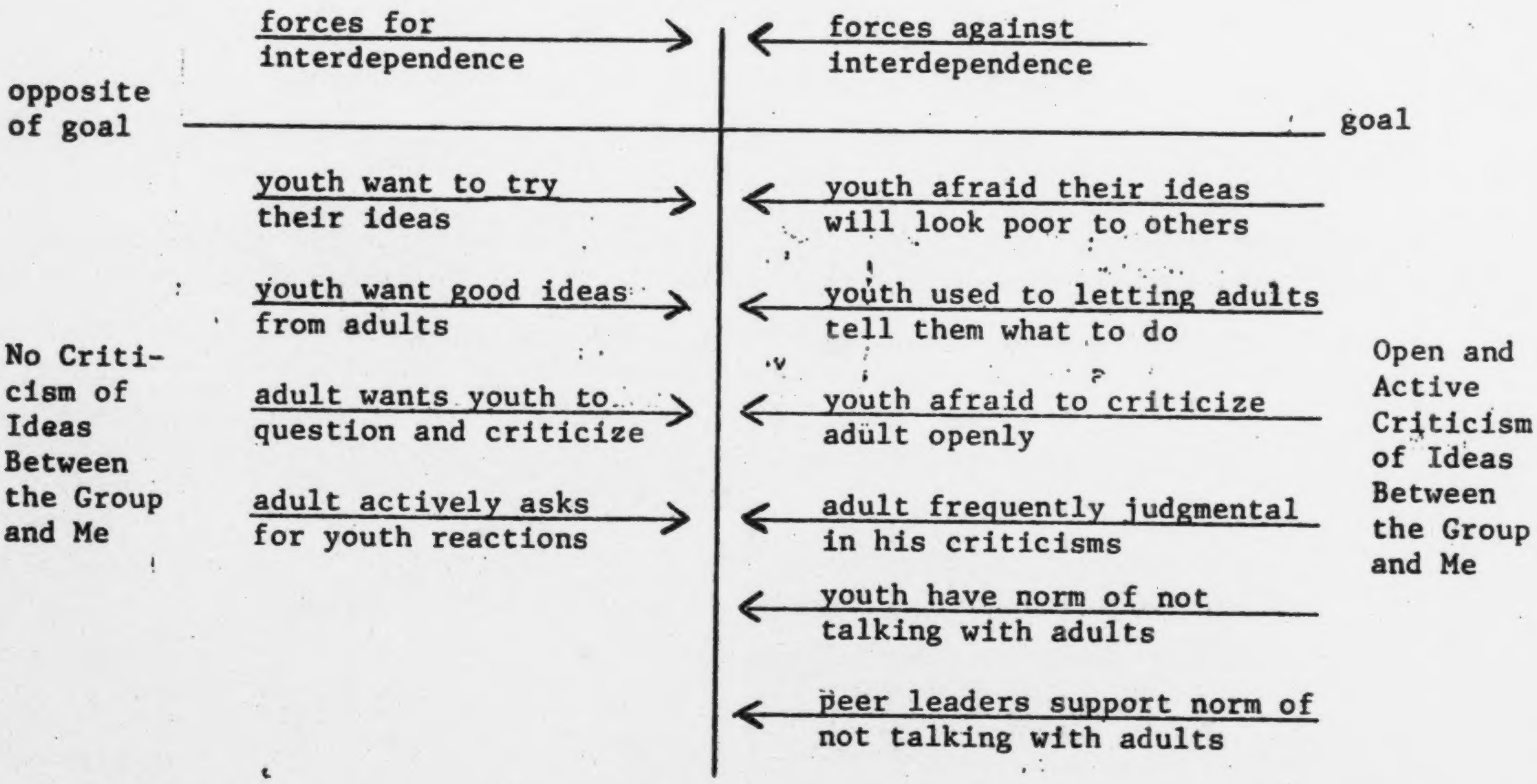

forces for interdependence
forces against interdependence
opposite of goal
goal
youth want to try their ideas
youth afraid their ideas will look poor to others
youth want good ideas from adults
youth used to letting adults tell them what to do
adult wants youth to question & criticize
youth afraid to criticize adult openly
adult frequently judgmental in his criticisms
No Criticism of Ideas Between the Group and Me
Open and Active Criticism of Ideas Between the Group and Me

Mr. Jones wasn't very satisfied with his first effort to draw the force field. He guessed that there must be additional forces than the ones he had thought of. During his next meeting with the youth, he raised the question of how people felt about discussing each other's ideas. He asked specifically for their reactions to some of the ideas he had recently suggested. He especially asked them to share their reactions to the weak aspects of these ideas and how they might be improved. The youth seemed pleased at being asked for their reactions. They also seemed reserved about giving them. One of them told him privately later, "We just don't talk about that with adults. I would have said some things, but the other kids would have thought I was being an apple polisher."

Mr. Jones believed he had learned two things from the discussion. One was that an additional "force for" was to actively ask the youth for their reactions. Another was that there was some kind of norm among the youth about not talking to adults in a way that would be seen as "apple polishing". This norm appeared to be an important "force against". He thought maybe the peer leadership of the group was an important "force against" which was affecting the way this norm operated in the group. In Diagram II we see how Mr. Jones added these three forces to the force field.

DIAGRAM II

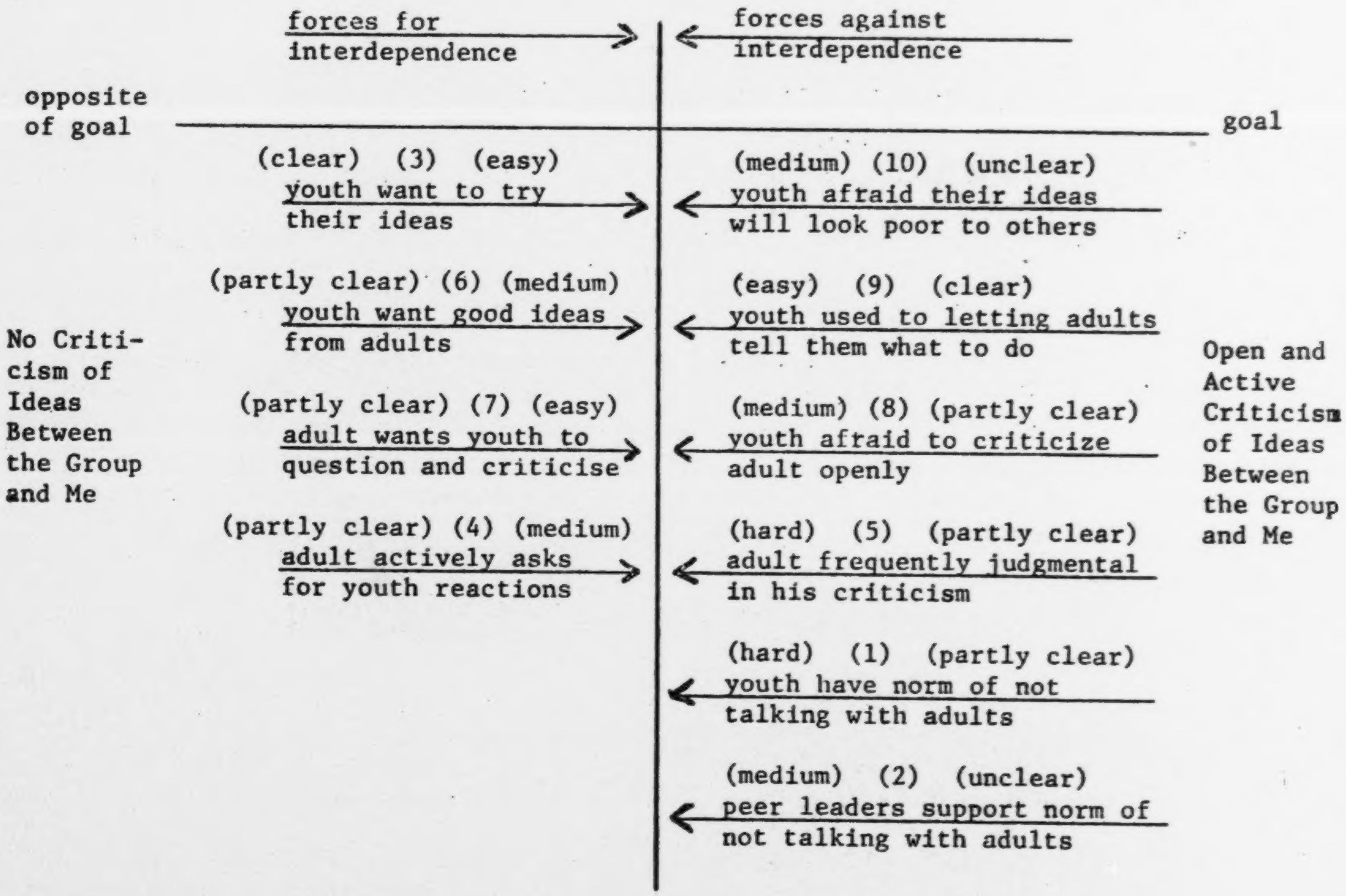
Force Field #2 - Interdependence Between the Group and Me


forces for interdependence
forces against interdependence
opposite of goal
goal
youth want to try their ideas
youth afraid their ideas will look poor to others
youth want good ideas from adults
youth used to letting adults tell them what to do
No Criticism of Ideas Between the Group and Me
adult wants youth to question and criticize
youth afraid to criticize adult openly
Open and Active Criticism of Ideas Between the Group and Me
adult actively asks for youth reactions
adult frequently judgmental in his criticisms
youth have norm of not talking with adults
peer leaders support norm of not talking with adults

Mr. Jones now did three additional things with his force field. First he ranked all of the forces in terms of how important he thought they were in trying to change the situation. He put a number 1 by that force field which he believed would yield most movement toward the goal if it could be changed. He put a 2 by the force that he thought would result in the second greatest amount of movement if changed - and so forth. Second, he rated each force in terms of how easy he thought it would be for him to bring about some change in it. He gave each force a rating of hard, medium, or easy. Third, he again rated each force, this time in tems of how clear he was about whether it really was a force. Was he just imagining it to be a force, or was it really operating? He labeled each force as clear, partly clear, unclear. Diagram III presents Mr. Jones' force field at this point.

DIAGRAM III

Force Field #2 - Interdependence Between the Group and Me


forces for interdependence
forces against interdependence
opposite of goal
goal
No Criticism of Ideas Between the Group and Me
Open and Active Criticism of Ideas Between the Group and Me
(clear) (3) (easy) youth want to try their ideas
(partly clear) (6) (medium) youth want good ideas from adults
(partly clear) (7) (easy) adult wants youth to question and criticise
(partly clear) (4) (medium) adult actively asks for youth reactions
(medium) (10) (unclear) youth afraid their ideas will look poor to others
(easy) (9) (clear) youth used to letting adults tell them what to do
(medium) (8) (partly clear) youth afraid to criticize adult openly
(hard) (5) (partly clear) adult frequently judgmental in his criticism
(hard) (1) (partly clear) youth have norm of not talking with adults
(medium) (2) (unclear) peer leaders support norm of not talking with adults

Now Mr. Jones had a picture of what he thought was going on in his problem situation. The most important thing that stood out to him was that he was not very clear about some of the forces which he guessed to be important. He went back to the youth to get more information about forces that were not clear. He got this information both through discussions and by using questionnaires. The force which he had ranked as most important seemed so complex to him that he wrote out a force field diagram about it!

This helped him identify further forces and questions he needed to discuss with the youth. Mr. Jones also began to consider ways he could alter some of the forces. He put some of these alternatives into action. His efforts to get information from the youth so as to diagnose what the force fields were turned out to be an action plan in itself which proved helpful. Mr. Jones found the group changing in the direction of his goal.

At the end of several weeks, Mr. Jones found it helpful to look back over his efforts. He could note the changes which had occurred in his force field over time. He knew that his current force field diagram was much more accurate than his first attempts had been. It was based on careful data gathering. He had gathered some kinds of data several times so that he could see evaluatively how some of the forces had changed in response to the action efforts which he and the youth had worked out. Most exciting to Mr. Jones was his discovery that he could share the force field technique with the youth. Now they were working together on diagnosing goal situations, planning action for the group, and evaluating the reasons for success and failure.

EXAMPLE OF COLLECTED RESPONSES FROM ONE SCHOOL (Ann Arbor School Questionaire)

T-2C

A. GENERAL INFORMATION

1. How often are your school administrators willing to try to change system-wide policies or procedures when such deviations will serve to better accomplish the broader objectives of the school?

0 [ ] Never
0 [ ] Seldom
9 [ ] Sometimes
13 [ ] Often
9 [ ] Always
NA 1

2. How would you rate the success of your school administrators in dealing with major problems that you have seen in your school?

[ ] Very poor
0 [ ] Poor
1 [ ] Fair
19 [ ] Good
10 [ ] Excellent
NA 1

	Not at all	To a slight extent	To a moderate extent	To a considerable extent	To a great extent	NA
3. To what extent do you identify yourself with (i.e., feel a sense of attachment or belonging to) each of the following?						
a. The school you are in	0 [ ]	2 [ ]	3 [ ]	15 [ ]	10 [ ]	1
b. The teachers in your school	[illegible] [ ]	4 [ ]	6 [ ]	16 [ ]	6 [ ]	1
c. Your school system	0 [ ]	5 [ ]	10 [ ]	8 [ ]	8 [ ]	
d. The community in which you live	1 [ ]	4 [ ]	10 [ ]	14 [ ]	4 [ ]	
e. The teaching profession	[illegible] [ ]	0 [ ]	1 [ ]	14 [ ]	16 [ ]	

	Not at all	To a slight extent	To a moderate extent	To a considerable extent	To a great extent	NA
4. To what extent is there a sense of team effort among the teachers in your school?	0 ☐	1 ☐	11 ☐	13 ☐	5 ☐	1
5. To what extent is the communication between the various staff and faculty members in your school open and frank?	0 ☐	4 ☐	7 ☐	15 ☐	4 ☐	1
6. To what extent does the administration of the school system actively try to improve working conditions for teachers?	0 ☐	3 ☐	8 ☐	18 ☐	2 ☐	
7. To what extent do you feel that your school's administrators will back you up if parents try to interfere with your teaching, when you feel your actions are within reasonable limits?	0 ☐	1 ☐	4 ☐	12 ☐	14 ☐	
8. To what extent are teachers expected to adjust to this school's environment rather than change it?	3 ☐	6 ☐	12 ☐	9 ☐	0 ☐	1
9. To what extent are the relationships between most teachers in this school friendly and congenial?	0 ☐	0 ☐	6 ☐	17 ☐	8 ☐	
10. To what extent do you feel free to expose the problems and uncertainties you experience in the classroom?						
a. To administrators in your school	0 ☐	0 ☐	6 ☐	10 ☐	15 ☐	
b. To a number of other teachers in your school	0 ☐	1 ☐	7 ☐	14 ☐	9 ☐	

	Not at all	To a slight extent	To a moderate extent	To a considerable extent	To a great extent
11. To what extent do you have a chance to get to know students well?	[illegible] ☐	1 ☐	[illegible] ☐	10 ☐	13 ☐
12. To what extent do the students in your school display courtesy and respect for their teachers?	0 ☐	5 ☐	4 ☐	17 ☐	0 ☐
13. To what extent do you feel pressure from each of the following sources to reach or maintain what you consider to be a high level of teaching effectiveness?					
a. Administrators in the school	1 ☐	4 ☐	14 ☐	[illegible] ☐	4 ☐
b. Teachers in your school	1 ☐	8 ☐	7 ☐	12 ☐	1 ☐
c. Students	1 ☐	5 ☐	4 ☐	12 ☐	4 ☐
14. To what extent would you say that there is tension or conflict between each of the following pairs of school groups?					
BETWEEN:					
a. Students and teachers	3 ☐	17 ☐	9 ☐	1 ☐	1 ☐
b. Different groups of teachers	8 ☐	14 ☐	5 ☐	4 ☐	0 ☐
c. Teachers and administrators	9 ☐	17 ☐	3 ☐	2 ☐	0 ☐
d. Teachers and supportive personnel (i.e., nurses, social workers, etc.)	16 ☐	12 ☐	2 ☐	1 ☐	0 ☐
e. Teachers and operational staff (i.e., secretaries, custodians, etc.)	14 ☐	13 ☐	4 ☐	0 ☐	0 ☐
f. Administrators and supportive personnel	11 ☐	17 ☐	1 ☐	1 ☐	1 ☐

	Not at all	To a slight extent	To a moderate extent	To a considerable extent	To a great extent	NA
g. Administrators and operational personnel	11 [ ]	11 [ ]	8 [ ]	0 [ ]	0 [ ]	1
h. Students and administrators	12 [ ]	15 [ ]	7 [ ]	1 [ ]	1 [ ]	1
i. Students and supportive personnel	11 [ ]	11 [ ]	4 [ ]	1 [ ]	0 [ ]	4
j. Students and operational personnel	12 [ ]	12 [ ]	3 [ ]	1 [ ]	0 [ ]	2
k. Different groups of students	1 [ ]	12 [ ]	11 [ ]	4 [ ]	2 [ ]	1

	Disagree	Disagree somewhat	Agree somewhat	Agree	NI
15. To what extent do you agree with each of the following statements?					
a. Most of the parents of students in this school attendance are indifferent to school practices	5 [ ]	14 [ ]	9 [ ]	3 [ ]	
b. The people of Ann Arbor, generally, have a sincere and wholehearted interest in the school system	1 [ ]	4 [ ]	15 [ ]	9 [ ]	2
c. Parents in this school attendance often ask for appointments with teachers to discuss their children's school work	11 [ ]	6 [ ]	9 [ ]	4 [ ]	
d. Most of the people in Ann Arbor understand and appreciate a good education	2 [ ]	4 [ ]	14 [ ]	10 [ ]	1
e. Parents of students in this school attendance seem to be interested in the children's progress	2 [ ]	5 [ ]	14 [ ]	10 [ ]	
f. Ann Arbor is willing to support a quality educational program	1 [ ]	7 [ ]	14 [ ]	9 [ ]	
g. There are strong conflicting views among Ann Arbor citizens as to how the school system should be operated	1 [ ]	4 [ ]	7 [ ]	14 [ ]	3

	Far below average	Somewhat below average	Slightly below average	Slightly above average	Somewhat above average	Far above average	
16. On the average, how would you rate the performance of the following groups or persons in your school in contrast to the performance of people in comparable jobs in other schools?							
a. Principal	0 ☐	9 ☐	9 ☐	1 ☐	12 ☐	18 ☐	
b. Teachers	0 ☐	9 ☐	1 ☐	4 ☐	18 ☐	8 ☐	NA
c. Counselors	0 ☐	0 ☐	0 ☐	4 ☐	14 ☐	6 ☐	7
d. Students	2 ☐	4 ☐	9 ☐	9 ☐	5 ☐	1 ☐	1

B. INFLUENCE IN THE SCHOOL

The following questions deal with the influence of various people or groups in your school. We would like you to make two sets of ratings:

A. the actual amount of influence each person or group has; and

B. the amount of influence you feel each should have ideally.

	(A) ACTUAL INFLUENCE: Little or none	Some	Moderate	Considerable	A great deal		(B) IDEAL INFLUENCE: Little or none	Some	Moderate	Considerable	A great deal	
17. For each of the following groups in your school, please rate their actual and ideal influence over the way your school is run:												
a. The School Board	0 ☐	5 ☐	6 ☐	12 ☐	6 ☐	NA 2	3 ☐	10 ☐	12 ☐	1 ☐	4 ☐	1
b. The Central Administration	0 ☐	3 ☐	5 ☐	14 ☐	8 ☐	1	1 ☐	7 ☐	15 ☐	3 ☐	4 ☐	
c. Your Principal	0 ☐	2 ☐	11 ☐	9 ☐	9 ☐		0 ☐	9 ☐	14 ☐	2 ☐	7 ☐	
d. Assistant Principal(s)	0 ☐	0 ☐	3 ☐	2 ☐	0 ☐	26	0 ☐	0 ☐	3 ☐	2 ☐	0 ☐	NA
e. Subject Matter Coordinators	2 ☐	9 ☐	7 ☐	9 ☐	3 ☐	1	3 ☐	10 ☐	11 ☐	2 ☐	3 ☐	2

	(A) ACTUAL INFLUENCE						(B) IDEAL INFLUENCE					
	Little or none	Some	Moderate	Considerable	A great deal	N.A.	Little or none	Some	Moderate	Considerable	A great deal	N/A
f. Department Heads	2 ☐	4 ☐	4 ☐	5 ☐	☐	[illegible]	0 ☐	5 ☐	8 ☐	2 ☐	1 ☐	11
g. A Small Group of Teachers	1 ☐	5 ☐	3 ☐	9 ☐	2 ☐	4	[illegible] ☐	7 ☐	7 ☐	4 ☐	0 ☐	6
h. Teachers in General	1 ☐	6 ☐	11 ☐	8 ☐	3 ☐	2	0 ☐	2 ☐	[illegible] ☐	14 ☐	1 ☐	5
i. Counselors and Helping Teachers	2 ☐	4 ☐	9 ☐	13 ☐	2 ☐	1	0 ☐	2 ☐	10 ☐	11 ☐	5 ☐	3
j. Students	6 ☐	14 ☐	9 ☐	3 ☐	2 ☐	1	1 ☐	4 ☐	15 ☐	16 ☐	4 ☐	2
k. Parents of Students	7 ☐	9 ☐	7 ☐	5 ☐	0 ☐	1	1 ☐	8 ☐	14 ☐	5 ☐	1 ☐	2
l. You, Personally	3 ☐	6 ☐	12 ☐	8 ☐	2 ☐		0 ☐	5 ☐	8 ☐	13 ☐	3 ☐	2
m. A.A.E.A.	[illegible] ☐	4 ☐	11 ☐	19 ☐	2 ☐		2 ☐	3 ☐	11 ☐	11 ☐	1 ☐	5
n. P.T.A. or P.T.O.	11 ☐	11 ☐	6 ☐	2 ☐	0 ☐	1	5 ☐	[illegible] ☐	[illegible] ☐	[illegible] ☐	1 ☐	2

18. Now indicate the amount of your own actual influence in each of the following decisions and how much you feel you should have ideally:

												NA
a. Selecting what courses or units to teach	4 ☐	1 ☐	[illegible] ☐	[illegible] ☐	[illegible] ☐		☐	[illegible] ☐	[illegible] ☐	12 ☐	12 ☐	2
b. Deciding what to cover in courses or units	1 ☐	4 ☐	8 ☐	9 ☐	4 ☐	NA	6 ☐	0 ☐	1 ☐	13 ☐	15 ☐	2
c. Evaluating school programs	[illegible] ☐	11 ☐	4 ☐	4 ☐	4 ☐	2	1 ☐	1 ☐	4 ☐	[illegible] ☐	12 ☐	4
d. Planning changes in the school	2 ☐	14 ☐	8 ☐	9 ☐	0 ☐		1 ☐	2 ☐	4 ☐	[illegible] ☐	[illegible] ☐	2
e. Making up and carrying out rules of student conduct	[illegible] ☐	[illegible] ☐	☐	[illegible] ☐	[illegible] ☐		0 ☐	3 ☐	5 ☐	13 ☐	9 ☐	2

C. GOAL CLARIFICATION AND DEFINITION

	Less than 5	6 - 10	11 - 20	21 or more	NA
19. What percentage of time has been spent at faculty, committee, or department meetings over the last two years giving consideration to:					
a. Clarification of goals for particular programs of study?	12 ☐	10 ☐	1 ☐	3 ☐	5
b. Clarification of goals at your school?	9 ☐	9 ☐	6 ☐	5 ☐	6
c. Assessment of the educational objects for your school?	9 ☐	10 ☐	5 ☐	4 ☐	5
d. Redefinition of educational objectives for your school?	9 ☐	8 ☐	6 ☐	3 ☐	5
e. Assessment and/or redefinition of education objective for the Ann Arbor Public School Program?	13 ☐	9 ☐	2 ☐	1 ☐	6

D. EVALUATION OF TEACHING

	Little or none	Some	Moderate	Considerable	A great deal	NA
20. In every school the performance of teachers is evaluated at least informally, and often formally. These next questions deal with the way teaching performance is evaluated in your school.						
1. How much do you think each of the following characteristics actually counts in the way the performance of teachers in your school is evaluated (both formally and informally) by the administration?						
a. Innovativeness	1 ☐	5 ☐	1 ☐	[illegible] ☐	5 ☐	1
b. How well one is liked by a superior	4 ☐	9 ☐	[illegible] ☐	[illegible] ☐	1 ☐	1
c. Rapport with students	0 ☐	4 ☐	[illegible] ☐	[illegible] ☐	9 ☐	
d. Keeping students quiet and orderly	5 ☐	8 ☐	10 ☐	9 ☐	0 ☐	1

	Little or none	Some	Moderate	Considerable	A great deal	NA
e. Student improvement in mastery of the subject	1 [ ]	8 [ ]	13 [ ]	5 [ ]	2 [ ]	2
f. Punctuality in handling administrative details	2 [ ]	7 [ ]	11 [ ]	8 [ ]	0 [ ]	3
g. Increasing students' desire to learn	1 [ ]	4 [ ]	6 [ ]	11 [ ]	9 [ ]	2
h. Style of classroom presentation	1 [ ]	5 [ ]	12 [ ]	14 [ ]	1 [ ]	2
i. Helpfulness to individual students in personal matters	[illegible] [ ]	7 [ ]	8 [ ]	11 [ ]	4 [ ]	3
j. Keeping room and bulletin boards neat	7 [ ]	7 [ ]	[illegible] [ ]	4 [ ]	1 [ ]	2
k. Work done in student extracurriculars	4 [ ]	5 [ ]	14 [ ]	8 [ ]	0 [ ]	3
l. Other (please specify) ________________	0 [ ]	1 [ ]	1 [ ]	1 [ ]	0 [ ]	28

21. How much does each of the following (either knowingly or unknowingly) help you to improve your teaching?

						NA
a. Students	0 [ ]	2 [ ]	4 [ ]	12 [ ]	11 [ ]	1
b. Other teachers in the school	0 [ ]	4 [ ]	1 [ ]	12 [ ]	5 [ ]	1
c. Administrators in the school	2 [ ]	6 [ ]	[illegible] [ ]	11 [ ]	5 [ ]	1
d. Other resource people provided by the school	4 [ ]	9 [ ]	4 [ ]	12 [ ]	1 [ ]	1
e. Subject matter coordinators	10 [ ]	8 [ ]	6 [ ]	4 [ ]	2 [ ]	1

E. INNOVATION

22. In your opinion, how is each of the following groups best characterized in terms of their overall impact on school innovation?

	RESISTANT	NEITHER	SUPPORTIVE	NA
a. School Board	10 [ ]	4 [ ]	14 [ ]	1
b. Superintendent	3 [ ]	[illegible] [ ]	21 [ ]	1
c. Central Administration	6 [ ]	4 [ ]	19 [ ]	[illegible]

	RESISTANT	NEITHER	SUPPORTIVE	11
d. Your Principal	0 [ ]	2]	20 [ ]	1
e. Subject Matter Coordinators	5 [ ]	8 [ ]	13 [ ]	5
f. Department Chairmen	3 [ ]	7 [ ]	11 [ ]	10
g. Teachers	1 [ ]	4 [ ]	21 [ ]	5
h. Counselors and Helping Teachers	0 [ ]	2 [ ]	27 [ ]	2
i. Your A.A.E.A. Representative	0 [ ]	16 [ ]	22]	3
j. Parents of students	5 [ ]	12]	10 [ ]	4
k. Ann Arbor Community	4 [ ]	13 [ ]	10 [ ]	4
l. Students	2]	5 [ ]	20 [ ]	4

F. YOUR PRINCIPAL

23. Listed below are five reasons generally given by people when they are asked why they do things others suggest or want them to do. Please read all five reasons first, then rate each reason according to how important it is as a reason for your doing the things your principal suggests or wants you to do. (The same rating may be given to more than one reason.)

IMPORTANCE FOR YOU:

	Not At All Important	Slightly Important	Somewhat Important	Quite Important	Very Important	
a. You respect him personally, and thus want him to respect and admire you.	0 [ ]	4 [ ]	8 [ ]	10 [ ]	8 [ ]	NR 1
b. You respect his competence and judgment about things in which he is more experienced than you are.	0 [ ]	4 [ ]	8 [ ]	13 [ ]	14 [ ]	1
c. You know he can provide special help and benefits to you for cooperating with him.	3 [ ]	8 [ ]	7 [ ]	11 [ ]	7 [ ]	
d. You feel he has a legitimate right, considering his position, to expect you to carry out his suggestions.	3 [ ]	8 [ ]	1 [ ]	6 [ ]	2 [ ]	
e. You know he can apply pressure or penalize you for not cooperating.	12 [ ]	2 [ ]	4 [ ]	2 [ ]	2 [ ]	2

24. To what extent does each of the following apply for the principal in your school? Please keep in mind that your individual responses will remain anonymous.

	Not At All	To A Slight Extent	To A Moderate Extent	To A Considerable Extent	To A Great Extent	NA
a. He does a good job of dealing with the people he supervises	0 [ ]	0 [ ]	1 [ ]	11 [ ]	19 [ ]	
b. He is friendly and easily approached	0 [ ]	0 [ ]	1 [ ]	7 [ ]	23 [ ]	
c. He treats teachers as colleagues on an equal footing with himself rather than as subordinates	1 [ ]	0 [ ]	1 [ ]	6 [ ]	23 [ ]	
d. He plays favorites and allows special privileges to some staff members but not to others	14 [ ]	0 [ ]	1 [ ]	1 [ ]	0 [ ]	1
e. He has been given the freedom to act and the authority he needs in order to carry out his responsibilities	0 [ ]	3 [ ]	6 [ ]	9 [ ]	11 [ ]	2
f. He is more interested in evaluating teachers than in helping them to improve	21 [ ]	0 [ ]	0 [ ]	4 [ ]	0 [ ]	2
g. He actively tries to influence the superintendent and central administrators to gain their support for school programs and personnel	1 [ ]	0 [ ]	2 [ ]	7 [ ]	13 [ ]	8
h. He actively tries to influence parents (and other relevant citizen groups) to gain their support for school programs and personnel	3 [ ]	4 [ ]	4 [ ]	8 [ ]	8 [ ]	3
i. He is receptive to my influence on matters of concern to me	0 [ ]	1 [ ]	2 [ ]	11 [ ]	16 [ ]	1
j. He encourages people to put forth their best effort	0 [ ]	0 [ ]	4 [ ]	10 [ ]	17 [ ]	
k. He helps others plan and organize their work	0 [ ]	4 [ ]	3 [ ]	7 [ ]	8 [ ]	9
l. He encourages subordinates to take action without waiting for detailed review and approval from him	2 [ ]	3 [ ]	5 [ ]	9 [ ]	5 [ ]	7
m. He encourages a free exchange of ideas and opinions among subordinates	0 [ ]	1 [ ]	2 [ ]	17 [ ]	8 [ ]	
n. He has confidence and trust in you, personally	0 [ ]	1 [ ]	2 [ ]	8 [ ]	19 [ ]	1
o. You have confidence and trust in him	0 [ ]	1 [ ]	0 [ ]	1 [ ]	24 [ ]	

G. OPPORTUNITIES FOR STUDENTS

25. The next questions deal with the types of opportunities and requirements you think your school provides for its students.

	Not At All	A Little	Some	Quite A Bit	Very Much	NA
1. How much does your school give students a chance to be with their friends and enjoy each other's company in school-related activities?	9 [ ]	1 [ ]	9 [ ]	9 [ ]	21 [ ]	
2. How much does your school give students a chance to do things where they might win or achieve success--doing things that are challenging; winning in competition with others; trying to reach difficult goals?	0 [ ]	7 [ ]	9 [ ]	10 [ ]	4 [ ]	1
3. How much does your school give students a chance to get to know adults (e.g., teachers) well--to talk to them privately and get their opinions or advice?	1 [ ]	6 [ ]	13 [ ]	7 [ ]	3 [ ]	1
4. How much does your school require students to do things where they might fail?	1 [ ]	6 [ ]	13 [ ]	5 [ ]	2 [ ]	4
5. How much does your school give students a chance for improving themselves--that is, for learning new things and doing better than they have in the past?	0 [ ]	2 [ ]	10 [ ]	11 [ ]	6 [ ]	2
6. How much does your school actually require students to improve themselves?	1 [ ]	2 [ ]	15 [ ]	8 [ ]	2 [ ]	3
7. How much does your school give students a chance for using a lot of intelligence?	0 [ ]	6 [ ]	10 [ ]	10 [ ]	4 [ ]	1
8. How much does your school actually require students to use a lot of intelligence?	3 [ ]	6 [ ]	11 [ ]	7 [ ]	2 [ ]	2
9. How much does your school give students a chance to be independent--that is, having a lot of freedom to decide what they will do; and not having people watching over them and telling them what to do?	0 [ ]	6 [ ]	14 [ ]	8 [ ]	2 [ ]	1

10. How much independence do you think students should have in your school?

0 ☐ (1) Much less than they now have
2 ☐ (2) Somewhat less then they now have
9 ☐ (3) The present amount is just about right
11 ☐ (4) Somewhat more than they now have
9 ☐ (5) Much more than they now have

NA 8

Lippitt & Mann

Psychology-Sociology 685
Tuesday, September 9, 1969

PROCESS OF CHANCE AS PROBLEM-SOLVING PROCESS

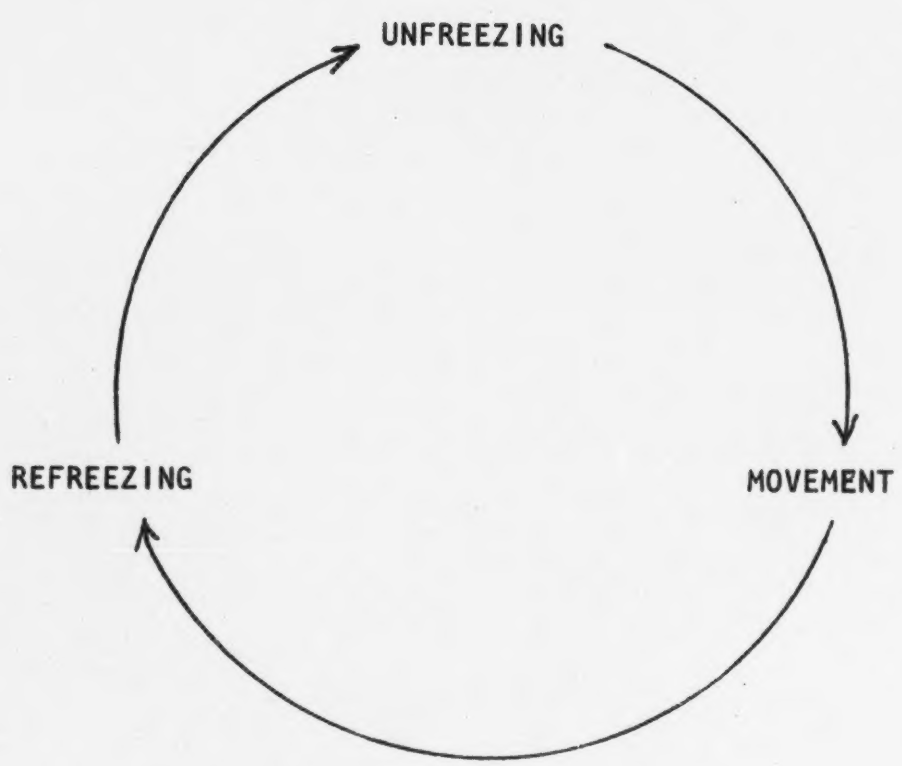
Feeling, sensing, awakening to problem → Diagnosing → Searching for goals → Choosing means → Planning → Trying → Doing → Evaluation

No pain situation; okay as is	Sense of pain; need for change	Diagnosis of pain or status quo	Choose goal and formulate goal	Identifying alternative means	Commitment to effort, interest	Commitment to action try	Preparation for action - skill development	The single action try	Program of action and feedback seeking

Three Foci of the Problem-Solving Change Flow

1. Client system focus (C/S).
2. Change-agent-self as focus (C/A).
3. Relationship of C/A and C/S as focus (C/A and C/S).

Session VIII


UNFREEZING
MOVEMENT
REFREEZING

LEWIN'S CONCEPT OF ORGANIZATIONAL CHANGE

SESSION V Feb. 12, 1970
CHANGE-AGENT TEAM - A

Problems:

1. Memos
   A. People don't read
   B. Too much to read

2. Oral communications that should be written on 8 X 11-1/2 paper

3. Morale problem with majority of staff

4. Black - white separatism

5. Faculty trust of students
   (student trust of faculty
   faculty, administration, counseling trust)

6. Exclusion of students from classes (too many kids in hall)

7. Role of principal

8. Upward communication - from students

9. Conflict between factions of faculty

10. Not meeting the needs of some kids

11. Reasonable controls of school on students?

12. No student-peer respect

1. Brainstorm problems of school

2. Establish priorities of problems

3. Process group

4. Complete PMR

Problems -

1. Memos, A. To read or B. Not to read

SESSION V
CHANGE-AGENT TEAM - C

Feb. 12, 1970

1. Lack of cohesiveness
2. Superficial cohesiveness - peace at any cost
3. Authentic hang-up - principal and teacher with kids too
4. Communication
5. How to broaden decision-making
6. Resistance to change - threatening
7. Entry of new staff to old staff
8. Interpersonal relationships
9. Include parent and student community
10. Relationships with Central Office
11. Principal forced into mediator role between parent and teacher
12. Bringing them out-expose value of differences with staff - how to use differences
13. Definition of "role" (leadership) of principal and all staff
14. Relationship of change team to rest of staff
15. Team building
16. Polarization

SESSION VII
CHANGE-AGENT TEAM - A

Feb. 26, 1970

Problems:

1. Memos
    A. People don't read
    B. Too much to read
2. Oral communications that should be written on 8 X 11-1/2 paper
3. Morale problem with majority of staff
4. Black - white separatism
5. Faculty trust of students

    (Student trust of faculty
    faculty, administration, counseling trust)
6. Exclusion of students from classes (too many kids in hall)
7. Role of principal
8. Upward communication - from students
9. Conflict between factions of faculty
10. Not meeting the needs of some kids
11. Reasonable controls of school on students?
12. No student-peer respect
13. What to do with disruptive students (both black & white)
14. Unhappiness of students in school setting (activities?)
15. How to return data to school
16. Difficulty in being flexible when scheduling, etc., rigid
17. Clarification of goals and establishing priorities
18. Involvement of community in real problems of the school
19. AATA - enough buses on time and violence problems
20. Role of department chairman
21. Changing role of pupil and teacher (relationship)
22. Entry of the change team back into the school staff and system
23. Development of supportive relations among staff and between staff and students
24. Lack of curriculum innovations

25. Adult to rap with

26. Providing food that will attract students and yet be nutritional-options

27. Rearrangement of lunch food service

28. Theft and extortion in the lunchroom

29. Breaking in line

30. Students out of bounds (morning, lunch, afternoon)

31. Student involvement in solving problems

32. Boredom of students

33. Lack of dealing with affect in classrooms

34. Lack of skill in dealing with behavior

35. Inability to deal with value and/or environmental gap with students

36. Inability to deal with value and/or environmental gap with other staff

37. Lack of time to read material for this project

38. Lack of autonomy in individual school

39. Unwillingness of some staff to help students more than contractual commitment (professionalization of teachers)

40. Resistance to change

41. Lack of common philosophy

42. Lack of time to work through problems of this group

43. Respect for individuality

44. Lack of curriculum leader

45. Identification of disruptive students, lack of ability to solve classroom problems.

SESSION VII
CHANGE-AGENT TEAM - A

Feb. 26, 1970

TOP 10

1. Goal clarification
2. Student involvement
3. Lack of curriculum innovations
4. Lack of skill in dealing with behavior
5. Staff morale
   morale
6. Unhappiness of students
7. Changing role of pupil-teacher
8. Development of supportive climate
9. How to return data to school
10. Lack of dealing with affect in the classroom

SESSION VIII

Need for Curriculum Innovation - To Improve Student Morale -

To Improve Teacher-Student Relationships (Keyed to Q'naire items)

I. Obstacles to Improvements (or Dimensions of the Problem)

(8) Teachers feel more pressure to adjust to the school environment than to change it.

(17) Teachers recognize that students exert little influence on school processes, but see no need to change this.

(18) Teachers want greater control over the school program, but including more control over student behavior.

(20) Teachers feel that innovative improvements are not a criteria in teacher evaluation and they feel that increasing children's desire to learn is not an evaluative criteria.

(22) Teachers rank students and coordinators as least important in effecting innovative improvements. Teachers view the Board and Central Administration as non-supportive of innovative improvements, and view the community as being indifferent to program effectiveness.

II. Facilitating Conditions:

(13) Teachers feel greater pressure for instructional improvement emanating from students than from either administrators or colleagues.

(25) Teachers are dissatisfied with the perception that children lack opportunities to improve themselves, apply their intelligence, and have greater independence.

SESSION VIII
CHANGE-AGENT TEAM - B

PRIORITIES

Cultural Shock   Institutionalization of the child

Polarization of Staff - Tension

Communication - Staff

    Lack of frankness

    Clique Superficiality

    Uptight staff meetings

Lack of group skills

Followthrough

Fear of blackness

Leadership - Role of T's?

Administrators philosophy - Education at T-2B

    Individualization

Communication - Community

    Parent-community involvement

Practice - Theory gap

Incongruent value systems

    Staff differences

-Get staff to understand - even if don't agree

-Help become more self-respecting

-Increasing staff and student awareness of different culture in school + ACTION
    Age, Race, Philosophy

-Increase staff group skills

-Increase staff tolerance/respect "work-with-ness" despite philosophical-personality differences

-Define and operationalize our theory

-Discuss fears of individualization
    understand, diminish

-Non-threatening faculty meetings - Atmosphere where can talk

SESSION IX
CHANGE-AGENT TEAM - A

March 12, 1970

Problem statement:

The need for the school staff to arrive at a common understanding concerning its role in relation to students, community, and each other.

Goal:

To arrive at a point where there will be mutual understanding of roles.

Negative Forces

1. Some people are offended
2. People are sure of their roles and don't think others understand
3. People feel they're performing adequately and others aren't
4. Possible role conflicts
5. Lack of influence structure
6. Some individuals wield negative power
7. Resistance to outside group coming in with project
8. Lack of time and energy
9. Persistance of critical problems
10. Lack of willingness to work on something not critical

Positive Forces

1. People are looking for and willing to look for answers
2. Administration is not autocratic
3. The change team isn't a pre-existing group and has staff support
4. Staff is functionally inter-related
5. The show *is* going on
6. CAT is committed
7. Numerous influence options available
8. Staff wants relevant data feedback
9. CAT is a diverse group

SESSION X

Problem:

The need for the T-2B staff to arrive at a common understanding concerning its role in relation to students, community, and each other at T-2B.

FORCE FIELD

Negative

1. Some people are offended
2. People are sure of their roles and don't think others understand
3. People feel they're performing adequately; others aren't
4. Possible role conflicts
5. Lack of influence structure
6. Some individuals wield negative power
7. Resistance to outside group coming in with project
8. Lack of time and energy
9. Persistence of critical problems
10. Lack of willingness to work on something not critical

Positive

1. People are looking for and are willing to look for answers
2. Administration is not autocratic
3. Change team isn't a pre-existing group and has staff support
4. Staff is functionally related
5. The show is going on
6. CAT is committed
7. Numerous influence options available
8. Staff wants relevant data feedback

STRATEGIES

Small group sessions during planning periods to be used for data feedback and for posing problem (Question--Do all need to be involved?). If response to question is positive, attendance check and personal followup may be indicated.

Wednesday afternoon set aside for small group exploration of role definition. Run by CAT members--necessity for layout of general format for meetings; also for report forms.

Other:

We began with a related, but more difficult, problem statement: The need for faculty, students, and community to establish common goals concerning the purpose and direction of T-2A.

The move away from this problem statement was occasioned by a realization of its impact on the other subgroups; not much enthusiasm could be seen to emerge toward such a noncritical and philosophical problem statement. The later form was partially indicated by the persistence of critical problems which keep intruding into the discussions of the CAT.

SESSION X
CHANGE-AGENT TEAM - C

Problem goal:

Humanization of the school environment to minimize the need to maintain distance

Closeness

Accepting others differences

Eliminate mysteriousness of EPDA

Understanding needs and what distance does to us and others

Creation of trust

Creation of conflict or confrontation - surface and resolve

Learn to manipulate distance rather than it us

More appropriate expressions of feelings (versus inapprop. or non-expression of)

More involvement of parents

Skill development

Team effort

Improve interaction skills within staff

Define role of principal

Define "participatory management"

Students

SESSION XI
CHANGE-AGENT TEAM - B

I. Problem: Faculty meetings are unproductive

Rationale:

1. The meetings are manifested in tension, frustration, aggression, and polarization by age, race, and philosophy.
2. There is never any definitive closure of any issue at any meeting.
3. Some staff afraid of standing up against staff or administrator.
4. We selected this problem over other (Probably more important ones) just to see some immediate results before June.

II. Goals:

To make faculty meetings more efficacious. To remodel faculty meetings so that staff can come away knowing that a problem brought up, has been discussed and agreed upon as to a solution, and to know that there will be follow-up action.

III. Strategies:

1. (a) First week of month: lower elementary
   (b) Second week of month: upper elementary
   (c) Third week of month: general session of total staff
2. A rotating leader at staff meeting. Two non-partisan permanent listeners to avoid unnecessary discussions.
3. Voluntary L-Group sessions throughout year.
4. Go on a retreat
5. Definite cut-off point (time limit)
6. PMR after each faculty meeting
7. Asking staff for feedback of what they think of faculty meetings
8. Evaluating faculty meeting questionnaire
9. During general session (third week)
   (a) Grade levels sit together, for concensus and unanimity, and
   (b) grouping with friends or philosophy to observe divergences by race, age, and philosophy.

SESSION XII
CHANGE-AGENT TEAM - A

Goals Toward Which to Work

1. Teachers do not understand kids
2. Changing classroom discipline
3. Teachers aren't innovative
4. Curriculum change-physical movement of kids
5. Teachers-students communications (listening)
6. Rigidity of classroom
7. Teachers don't meet student needs
8. Students don't meet teachers needs
9. Parents don't know what's going on and can't find out
10. Teachers don't know what's going on and can't find out
11. Staff threatened by change
12. Kids threatened by change
13. Community/parents threatened by change
14. Instability of environment
15. Peer group pressure
16. No evaluation
17. Lack of humanistic education
18. Not introspective (staff)
19. Curriculum outdated
20. No meaningful involvement of community
21. No meaningful involvement of students
22. Role conflict (ideal vs. actual)
23. Students don't meet students' needs
24. Aid teachers to gain independence around decision-making
25. Teachers can't handle classroom discipline independence of "super structure"
26. Ignorant of questionnaire data

27. Train students to become problem-solving groups
28. Train students to become decision makers
29. Legitimate student decision-making
30. Train community members to become decision-making groups, problem solvers, and legitimate
31. Creating a climate for openness for one another
32. Establishment of collaborative relationship with staff

PARTICIPANTS IN THE ANN ARBOR SCHOOL PROJECT CHANGE SEMINAR, 1970

Change-Agent Team A

Ivan Bare[2]
Carol Lauhon
Vaughn Filsinger
Bill Rude
Marcia Fowler
Donald "Andy" Anderson
Harriet Halpern
Peter Johnson
Haskell Rothstein[1]
Margaret "Peg" Treado[1]

Change-Agent Team B

Betsy Gruenberg
Pat Sherman
Harry Mial
Enid Heulsberg
Rossetta Miller
Joan Goldsmith
Don Cody[3]
Donna Williams[4]
John Hubley[5]

Change-Agent Team C

Phyllis Yoder
Hannah Lenters
Marcia Hansen
Bertha Stuurmans
Howard Walker
Bill Wolfe
Jom Scheu[6]

CRUSK Staff & Assignments[7]

Lou Piotrowski	CAT-A
Martha Templeton	CAT-A
Tony Reilly	CAT-B
Carol Piotrowski	CAT-C
David Todd	CAT-B
Lucille Schaible	CAT-C

---

[1] Left the team after Session XII
[2] Central Office administrator
[3] Left the team after Session VI
[4] Attended only one session, the first one
[5] Central Office administrator, attended Sessions III & IV only
[6] Local education association representative
[7] Assignments here refer to the fact that each of the two staff members were assigned to one specific school team. This did not keep that staff member from working at the other schools in the project, or with the other teams.

APPENDIX III

Evaluation Material

III-1

FORM J-2 **B**

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

The questions in this questionnaire reflect different aspects of how an organization functions. We are interested in how you perceive the Ann Arbor School System on the dimensions below.

In completing the questionnaire, it is important that each individual answer each question as thoughtfully and frankly as possible. This is not a test; there are no right or wrong answers. The important thing is that you answer each question the way you see things or the way you feel about them.

INSTRUCTIONS

1. On the line below each *organizational variable* (item), please place an *N* at the point which, *in your experience,* describes your organization at the present time (*N* = now). Treat each item as a continuous variable from the extreme at one end to that at the other.
2. In addition, please also place an *L* on each line at the point where you would *like* to have your organization fall with regard to that item (*L* = *like*). Treat each item as a continuous variable from the extreme at one end to that at the other.

Organizational variable	System I	System II	System III	System IV	*Item no.*
1. Leadership processes used					
a. Extent to which superiors have confidence and trust in *subordinates*	Have very little confidence and trust in subordinates	Have some confidence and trust.	Quite a bit of confidence and trust.	A great deal of confidence and trust	1
b. Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior; do it guardedly	Subordinates feel rather free to discuss things about the job with their superior but may be somewhat cautious	Subordinates feel completely free to discuss things about the job with their superior and do so candidly	2
c. Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes get ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them	3
2. Character of motivational forces					
a. Kinds of attitudes developed toward organization and its goals	Attitudes are usually hostile and counter to organization's goals	Attitudes are sometimes hostile and counter to organization's goals and are sometimes favorable to the organization's goals and support the behavior necessary to achieve them	Attitudes usually are favorable and support behavior implementing organization's goals	Attitudes are strongly favorable and provide powerful stimulation to behavior implementing organization's goals	

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III-2

PROFILE OF ORGANIZATIONAL CHARACTERISTICS *(Continued)*

Organizational variable	System I	System II	System III	System IV	*Item no.*
3. Character of communication process					
a. Direction of information flow	Downward	Mostly downward	Down and up	Down, up, and with peers	5
b. Extent to which downward communications are accepted by subordinates	Viewed with great suspicion	Some accepted and some viewed with suspicion	Often accepted but, if not, may or may not be openly questioned	Generally accepted, but if not, openly and candidly questioned	6
c. Accuracy of upward communication via line organization	Tends to be inaccurate	Information that boss wants to hear flows; other information is restricted and filtered	Information that boss wants to hear flows; other information may be limited or cautiously given	Accurate	7
4. Character of interaction-influence process					
a. Amount and character of interaction	Little interaction and always with fear and distrust	Little interaction and usually with some condescension by superiors; fear and caution by subordinates	Moderate interaction, often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust	8
b. Amount of cooperative teamwork present	Very little	Relatively little	A moderate amount	Very substantial amount throughout the organization	9
5. Character of decision-making process					
a. To what extent are decisions made by superior or by group participation and consensus	By superiors (or higher levels) with no opportunity for comment	By superiors but with some opportunity for reaction by lower levels	By superiors but following discussion of problem	By group participation and usually with consensus	10
b. To what extent are decision-makers aware of problems, particularly those at lower levels in the organization	Often are unaware or only partially aware	Aware of some, unaware of others	Moderately aware of problems	Generally quite aware of problems	11

PROFILE OF ORGANIZATIONAL CHARACTERISTICS *(Continued)*

Organizational variable	System I	System II	System III	System IV	*Item no.*
c. To what extent are subordinates involved in decisions related to their work?	Not at all	Not involved in decisions; occasionally consulted	Usually consulted but ordinarily not involved in the decision-making	Are involved in all decisions related to their work	12
d. Are decisions made at the best level in the organization so far as the motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions	Decision-making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation	Decision-making contributes relatively little motivation	Some contribution by decision-making to motivation to implement	Substantial contribution by decision-making processes to motivation to implement	13
6. Character of goal-setting or ordering					
a. Manner in which usually done	Orders issued	Orders issued, opportunity to comment may or may not exist	Goals are set or orders issued after discussion with subordinates of problems and planned action	Except in emergencies, goals are usually established by means of group participation	14
b. Are there forces to accept, resist, or reject goals?	Goals are overtly accepted but are covertly resisted strongly	Goals are overtly accepted but often covertly resisted to at least a moderate degree	Goals are overtly accepted but at times with some covert resistance	Goals are fully accepted both overtly and covertly	15
7. Character of control processes					
a. At what hierarchial levels in organization does major or primary concern exist with regard to the performance of the control function?	At the very top only	Primarily or largely at the top	Primarily at the top but some shared feeling of responsibility felt at middle and to a lesser extent at lower levels	Concern for performance of control functions likely to be felt throughout organization	16
b. Extent to which the review and control functions are concentrated	Highly concentrated in top management	Relatively highly concentrated, with some delegated control to middle and lower levels	Moderate downward delegation of review and control processes; lower as well as higher levels perform these tasks	Review and control done at all levels, with lower units at times imposing more rigorous reviews and tighter controls than top management	17
c. Extent to which control data (e.g., accounting, productivity, cost, etc.) are used for self-guidance or group problem-solving by managers and non-supervisory employees; or used by superiors in a punitive, policing manner	Used for policing and in punitive manner	Used for policing coupled with reward and punishment, sometimes punitively. Used somewhat for guidance but in accord with orders	Used for policing with emphasis usually on reward but with some punishment. Used for guidance in accord with orders. Some use also for self-guidance	Used for self-guidance and for coordinated problem-solving and guidance. Not used punitively	18

Name________________________________

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Form A)

1. Listed below are different kinds of opportunities which a professional's work might afford him. How much importance would you personally attach to each of these? (Disregard whether or not your present work arrangements provide them.)

(Mark one check on each line)

IMPORTANCE YOU WOULD ATTACH:

	Slight or none	Moderate	Considerable	Great	Utmost
a) To make full use of my present knowledge and skills..................................	[ ]	[ ]	[ ]	[ ]	[ ]
b) To grow and learn new knowledge and skills.....	[ ]	[ ]	[ ]	[ ]	[ ]
c) To teach others to learn and develop their full potential..............................	[ ]	[ ]	[ ]	[ ]	[ ]
d) To earn a good salary..........................	[ ]	[ ]	[ ]	[ ]	[ ]
e) To advance in administrative authority and status..	[ ]	[ ]	[ ]	[ ]	[ ]
f) To advance in the professional respect of colleagues......................................	[ ]	[ ]	[ ]	[ ]	[ ]
g) To work with colleagues of high technical competence....................................	[ ]	[ ]	[ ]	[ ]	[ ]
h) To have congenial associates as colleagues.....	[ ]	[ ]	[ ]	[ ]	[ ]
i) To work in association with persons of high technical competence.........................	[ ]	[ ]	[ ]	[ ]	[ ]
j) To associate with the most important and influential people related to the Ann Arbor School System..............................	[ ]	[ ]	[ ]	[ ]	[ ]
k) To build my professional reputation in the community.....................................	[ ]	[ ]	[ ]	[ ]	[ ]
l) To work on difficult and challenging problems..	[ ]	[ ]	[ ]	[ ]	[ ]
m) To have the freedom to carry out my ideas......	[ ]	[ ]	[ ]	[ ]	[ ]
n) To contribute to broad technical knowledge in my field..................................	[ ]	[ ]	[ ]	[ ]	[ ]
o) To work on problems of central importance to the Ann Arbor School System..................	[ ]	[ ]	[ ]	[ ]	[ ]
p) To work on problems of central importance to the educational field.....................	[ ]	[ ]	[ ]	[ ]	[ ]

	Slight or none	Moderate	Considerable	Great	Utmost
q) To build the reputation of the Ann Arbor School System	☐	☐	☐	☐	☐
r) To be given credit for what I contribute to functioning of the Ann Arbor School System	☐	☐	☐	☐	☐
s) To help my community be a better place to live.	☐	☐	☐	☐	☐

2. We would like to know what extent your present work in AASS actually provides an opportunity for each of the factors listed below.

(Mark one check on each line)

OPPORTUNITY PRESENT JOB PROVIDES

	Slight or none	Moderate	Considerable	Great	Utmost
a) Making full use of my present knowledge and skills	☐	☐	☐	☐	☐
b) Growing and learning new knowledge and skills	☐	☐	☐	☐	☐
c) Teaching others to learn and develop their full potential	☐	☐	☐	☐	☐
d) Earning a good salary	☐	☐	☐	☐	☐
e) Advancing in administrative authority and status	☐	☐	☐	☐	☐
f) Advancing in professional respect of colleagues	☐	☐	☐	☐	☐
g) Working with colleagues of high technical competence	☐	☐	☐	☐	☐
h) Having congenial associates as colleagues	☐	☐	☐	☐	☐
i) Association with persons of high technical competence	☐	☐	☐	☐	☐
j) Association with the most influential and important people related to the Ann Arbor School System	☐	☐	☐	☐	☐
k) Building my professional reputation in the community	☐	☐	☐	☐	☐

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (continued)

	Slight or none	Moderate	Considerable	Great	Utmost
l) Working on difficult and challenging problems	☐	☐	☐	☐	☐
m) Having the freedom to carry out my ideas	☐	☐	☐	☐	☐
n) Contributing to broad technical knowledge in my field	☐	☐	☐	☐	☐
o) Working on problems of central importance to the Ann Arbor School System	☐	☐	☐	☐	☐
p) Working on problems of central importance to the educational field	☐	☐	☐	☐	☐
q) Building the reputation of the Ann Arbor School System	☐	☐	☐	☐	☐
r) Being given credit for what I contribute to the functioning of the Ann Arbor School System	☐	☐	☐	☐	☐
s) Helping my community be a better place to live.	☐	☐	☐	☐	☐

April 1968

PROFILE OF A SCHOOL
(Form for Teachers)
Part I

Instructions for Teachers:

1. On the lines below each item, please place an n at the point which, in your experience, describes your school at the present time (n = now). Treat each horizontal line as a continuum from the extreme at one end to the extreme at the other, i.e., do not think of the vertical lines as barriers.

2. In addition, if you have been teaching in your present school one or more years, please also place a p on each line at the point which, in your experience, describes your school as it was one or two years ago (p = previously).

3. If you were not in your present school one or more years ago, please check here ______ and answer as of the present time, i.e., answer with an n only.

4. Since each teacher and student differs one from the other, answer the questions as describing the average situation or reaction.

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Item No.

How often is your principal's behavior seen as friendly and supportive by:

Rarely — Sometimes — Often — Very frequently

a. teachers? 1

b. students? 2

How much confidence and trust does your principal have in his teachers?

Not very much — Some — Substantial amount — A great deal

3

How much confidence and trust do you have in your principal?

Not very much — Some — Substantial amount — A great deal

4

How free do you feel to talk to the principal about:

Not very free — Somewhat free — Rather free — Very free

a. academic matters, such as course content, instructional plans, teaching methods, your work, etc.? 5

b. non-academic school matters, such as student behavior, emotional problems of students, discipline, student activities, etc.? 6

c. your personal problems? 7

					Item No.
How often do you try to be friendly and supportive to:	Rarely	Sometimes	Often	Very frequently	
a. your principal?					8
b. other teachers?					9
How often are your ideas sought and used by the principal about:	Rarely	Sometimes	Often	Very frequently	
a. academic matters?					10
b. non-academic school matters?					11
How often are students' ideas sought and used by the principal about:	Rarely	Sometimes	Often	Very frequently	
a. academic matters?					12
b. non-academic school matters?					13
How much say do you think teachers should have about:	Relatively little	Some	Substantial amount	A great deal	
a. academic matters?					14
b. non-academic school matters?					15

					Item No.
How much say do you think students should have about:	Relatively little	Some	Substantial amount	A great deal	
a. academic matters?					16
b. non-academic school matters?					17
What is the general attitude of teachers toward your school as a place to work?	Hostile	Sometimes hostile, sometimes favorable	Usually favorable	Strongly favorable	18
What is the direction of the flow of information about:	Downward from principal to teacher to student	Mostly downward	Down and up	Down, up, and between teachers and between students	
a. academic matters?					19
b. non-academic school matters?					20
Are downward communications accepted?	On the surface, yes. Secretly, no. Viewed with great suspicion.	Some accepted, some viewed with suspicion	Usually accepted, sometimes cautiously	Almost always accepted. If not, openly and candidly questioned.	21
How accurate is upward communication?	Usually inaccurate	Often inaccurate	Fairly accurate	Accurate	22

					Item No.
How well does your principal know the problems faced by teachers?	Not very well	Rather well	Quite well	Very well	23
What is the character and amount of interaction in your school:	Little interaction; usually with fear and distrust	Little interaction; principal and teachers usually maintain distance from one another	Moderate interaction; often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust	
a. between principal and teachers?					24
b. among teachers?					25
How much cooperative teamwork is present in your school among principal, teachers, students?	Very little	Relatively little	Moderate amount	Very substantial amount throughout school	26
At what level are decisions made about school matters, such as course content, instructional plans, teaching methods, student behavior, student activites, etc.?	Bulk at top; by principal or superintendent of school	Policy at top; specific decisions by teachers, but usually checked by principal before action	Broad policy at top; more specific decisions at lower levels	Throughout school. Principal, teachers, and students participating in decisions affecting them	27
Is decision-making in your school based on man-to-man or a group pattern of operation?	Man-to-man only	Man-to-man almost entirely	Both man-to-man and group	Largely group	28

					Item No.
In general, what does the decision-making process contribute to the desire of teachers and students to do a good job?	Not very much, often weakens it	Relatively little	Some contribution	Substantial contribution	29
*Who holds high performance goals for your school?	Principal only	Principal and some teachers	Principal, most teachers, some students	Principal, teachers, students, parents	30
Who feels responsible for achieving high performance goals?	Principal only	Principal and some teachers	Principal, most teachers, some students	Principal, teachers, students	31
How much secret resistance is there to achieving high performance goals?	Strong resistance	Moderate resistance	Some resistance, and some cooperation	Little or no resistance and much cooperation	32

*If no one expects a high level of performance, place a check mark here ______ and skip items 30-32.

PRINCIPAL QUESTIONNAIRE

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No.

How often is your behavior seen as friendly and supportive by:

Rarely — Sometimes — Often — Almost always

0 a. teachers? 1:21-22

1 b. students? 1:23-2

How often do you seek to be friendly and supportive to:

Rarely — Sometimes — Often — Almost always

2 a. teachers? 1:25-2

3 b. students? 1:27-2

How much confidence and trust do you have in your teachers?

Practically none — A slight amount — A considerable amount — A very great deal

4 1:29-3

How much confidence and trust do your teachers have in you?

Practically none — A slight amount — A considerable amount — A very great deal

5 1:31-3

How free do your teachers feel to talk to you about:

Not free — Slightly free — Quite free — Very free

6 a. academic matters, such as course content, instructional plans, teaching methods, their work, etc.? 1:33-34

7 . non-academic school matters, such as student behavior, emotional problems of students, discipline, student activities, etc.? 1:35-36

How free do your students feel to talk to you about:

Not free — Slightly free — Quite free — Very free

8 a. academic matters? 1:37-38

9 b. non-academic school matters? 1:39-4

How often do you seek and use your teachers' ideas about:

Rarely — Sometimes — Often — Very frequently

0 a. academic matters? 1:41-4

1 b. non-academic school matters? 1:43-4

How often do you seek and use students' ideas about:

Rarely — Sometimes — Often — Very frequently

2 a. academic matters? 1:45-4

3 non-academic school matters? 1:47-4

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1. 2. 3.

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How much say do you think teachers should have about:	Practically none	A slight amoun.	A consider-able amount	A very great deal	
a. academic matters?					1:49-5
b. non-academic school matters?					1:51-52
How much say do you think students should have about:	Practically none	A slight amount	A consider-able amount	A very great deal	
a. academic matters?					1:53-54
b. non-academic school matters?					1:55-56
What is the general attitude of teachers toward your school as a place to work?	Dislike it	Sometimes dislike it; sometimes like it	Usually like it	Like it very much	1:57-5
What is the direction of the flow of information about:	Downward from principal to teacher to student	Mostly downward	Down and up	Down, up, and between teachers, and between students	
a. academic matters?					1:59-60
b. non-academic school matters?					1:61-62
[illegible] do teachers view [illegible]unications from you and the adminis-tration?	Communications viewed with great suspicion	Some accepted, some viewed with suspicion	Usually accepted; sometimes cautiously	Almost always accepted. If not, openly and candidly ques-tioned.	1:63-64
How accurate is upward communication in your school?	Usually inaccurate	Often inaccurate	Fairly accurate	Almost always accurate	1:65-66
How well do you know the problems faced by:	Not well	Somewhat	Quite well	Very well	
a. your teachers?					1:67-68
b. your students?					1:69-70
How much do your teachers feel that you are interested in their success?	Not interested	Slightly interested	Quite interested	Very interested	1:71-72
How much do your students feel that you are interested in their success?	Not interested	Slightly interested	Quite interested	Very interested	1:73-74
What is the character and [illegible]t of interaction in [illegible]r school between principal and teachers?	Very little interaction; usually with fear and distrust	Little interac-tion; principal usually maintains distance from teachers	Moderate inter-action; often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of con-fidence and trust	1:75-76

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em .					Column No.
. is the character and amount of interaction in your school among teachers?	Very little interaction; usually with fear and distrust	Little interaction; teachers usually maintain distance from one another	Moderate interaction; often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust	1:77-7
In your school, is it "every man for himself" or do principal, teachers and students work as a team?	"Every man for himself"	Relatively little cooperative teamwork	A moderate amount of cooperative teamwork	A very substantial amount of cooperative teamwork	1:79-80
At what level are decisions made about school matters, such as course content, instructional plans, teaching methods, student activities, etc.?	All or almost all decisions made by Board, superintendent and staff	Largely by Board, superintendent and staff; some by principals	Broad policy by Board, superintendent and staff. More specific decisions made at lower levels	Throughout school system: principal, teachers, and students participating in decisions affecting them	2:21-22
To what extent are teachers involved in major decisions related to their work?	Not at all	Never involved in decisions related to their work; occasionally consulted	Usually consulted but ordinarily not involved in decisions related to their work	Fully involved in decisions related to their work	2:23-24
In general, how much does decision-making cess contribute to the desire of teachers to do a good job?	Not very much, often weakens it	Relatively little	Some contribution	Substantial contribution	2:25-26
In general, how much does the decision-making process contribute to the desire of students to do a good job?	Not very much, often weakens it	Relatively little	Some contribution	Substantial contribution	2:27-2
How much do your teachers feel that you are really trying to help them with their problems?	Very little	Somewhat	Quite a bit	Very much	2:29-30
*Who holds high performance goals for your school?	Principal only	Principal and some teachers	Principal, most teachers, and some students	Principal, teachers, students and parents	2:31-32
Who feels responsible for achieving high performance goals for your school?	Principal only	Principal and some teachers	Principal, most teachers, and some students	Principal, teachers, and students	2:33-3
much resistance is there to achieving high performance goals in your school?	Strong resistance	Moderate resistance	Some resistance, and some cooperation	Little or no resistance and much cooperation	2:35-3

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1. 2. 3. 4. 5.

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8	How often do you see the behavior of your superintendent of schools as friendly and supportive?	Rarely	Sometimes	Often	Almost always		2:37-3
9	How much confidence and trust does your superintendent have in you?	Practically none	A slight amount	A considerable amount	A very great deal		2:39-4
0	How much confidence and trust do you have in your superintendent?	Practically none	A slight amount	A considerable amount	A very great deal		2:41-42
	How free do you feel to talk to your superintendent about:	Not free	Slightly free	Quite free	Very free		
1	a. instructional matters, such as textbook selection; instructional policies?						2:43-44
2	b. administrative matters, such as budget, hiring of teachers?						2:45-46
	How often do you try to be friendly and supportive to:	Rarely	Sometimes	Often	Almost always		
3	a. your superintendent?						2:47-48
4	b. other principals?						2:49-50
	How often are your ideas sought and used by your superintendent about:	Rarely	Sometimes	Often	Very frequently		
5	a. instructional and curricular matters?						2:51-52
6	b. administrative matters?						2:53-54
7	c. discipline and other non-academic matters?						2:55-56
8	What is the direction of the flow of information in your school system?	Downward from board and superintendent	Mostly downward	Down and up	Down, up and between peers		2:57-5
9	How do you view communications from the superintendent?	Communications viewed with great suspicion	Some accepted, some viewed with suspicion	Usually accepted, sometimes cautiously	Almost always accepted. If not, openly and candidly questioned		2:59-60
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0	How accurate is upward communication in your school system?	Usually inaccurate	Often inaccurate	Fairly accurate	Almost always accurate	2:61-62
1	How well does your superintendent know the problems you face?	Not well	Somewhat	Quite well	Very well	2:63-64
2	How much do you feel that your superintendent is interested in your success?	Not interested	Slightly interested	Quite interested	Very interested	2:65-6
63	What is the character and amount of interaction in your school system?	Very little interaction; usually with fear and distrust	Little interaction; board, superintendent and principals usually maintain distance from one another	Moderate interaction; often with fair amount of confidence and trust	Extensive, friendly intereaction with high degree of confidence and trust	2:67-68
64	In your school system is it "every man for himself" or do the superintendent, principals and teachers work as a team?	"Every man for himself"	Relatively little cooperative teamwork	A moderate amount of cooperative teamwork	A very substantial amount of cooperative teamwork	2:69-7
65	What is your general attitude toward your school system as a place to work?	Dislike it	Sometimes dislike it; sometimes like it	Usually like it	Like it very much	2:71-72
66	How are decisions made in your school system?	Decisions made by school board and superintendent	Decisions made by school board and top administrators with some chance for reactions by lower levels	Decisions made at top after consultation with appropriate lower levels	Lower levels involved in decisions affecting them; decisions usually made through consensus	2:73-74
67	To what extent are you involved in major decisions related to your work?	Not at all	Never involved in decisions related to my work; occasionally consulted	Usually consulted, but ordinarily not involved in decisions related to my work	Fully involved in decisions related to my work	2:75-7
68	To what extent are decision-makers aware of problems, particularly at lower levels of the organization?	Unaware or only partially aware	Aware of some, unaware of others	Moderately aware	Very aware	2:77-78
69	How much does the superintendent really try to help you with your problems?	Very little	Somewhat	Quite a bit	Very much	2:79-8

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1. 2. 3. 4. 5.

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70	*Who holds high performance goals for your school system?	School board and superintendent of schools	School board, superintendent and some of his staff and principals	School board, superintendent and most of his staff, principals and some teachers	School board, superintendent and his staff, principals, teachers, students, and parents		3:21-2
71	Who feels responsible for seeing that high performance goals are achieved in your school system?	School board and superintendent of schools	School board, superintendent and some of his staff and principals	School board, superintendent and most of his staff, principals and some teachers	School board, superintendent and his staff, principals, teachers, and students		3:23-2
72	How much resistance is there to achieving high performance goals in your school system?	Strong resistance	Moderate resistance	Some resistance and some cooperation	Little or no resistance and much cooperation		3:25-

*If no one expects a high level of performance, place a check mark here ___ and skip items 70, 71, and 72.

1. 0 2 4 6 8 2. 0 2 4 6 8 3. 0 2 4 6 8 4. 0 2 4 6 8 5.

ANN ARBOR SCHOOL QUESTIONNAIRE

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ANN ARBOR, MICHIGAN 48106

Dear Teacher:

The major objective of this questionnaire is to learn about the organizational climate of your school and of the Ann Arbor School System on several dimensions. These dimensions include:

A. General information
B. Influence in schools
C. Goal clarification and definition
D. Evaluation of teaching
E. Innovation
F. Your principal
G. Opportunities for students
H. The teaching task

The purpose of the questionnaire is two-fold. First it will serve to evaluate the progress of the project. In addition, the results can point out specific assets of the school's resources as well as areas where some change would lead to improvement. Unless you teach in a control school, the results will be shared with the staff of your school.

We want to emphasize the confidentiality of your individual responses. We are primarily interested in the combined response of the entire staff. However, we are also interested in looking at change among individual responses that occur between the first administration of the questionnaire now and the second administration in the Spring.

In order to match and to compare your first questionnaire with the second one, you are asked to place a code number in the top right hand corner of the page (see box).

Please follow these steps in developing your code:

1. In the first space, place the first two letters of your school.
2. In the second space, place the day of the month you were born.
3. In the third space, place your middle initial.
4. In the final space, place the last three digits of your driver's license number (if you do not have a driver's license, place the last three digits of your telephone number).

Questionnaire Instructions

1. We would like you to move rapidly through this questionnaire and not spend a lot of time on any one question. Give your best estimates without worrying about absolute precision.
2. Please try to respond to all questions. Even if you're uncertain about the answer, we'd like to know what you think.
3. We welcome your comments, and the last page has been kept blank specifically for that purpose.

Thanking you for your help and cooperation, I am

Sincerely,

Anthony J. Reilly

Anthony J. Reilly
Co-Project Director

AJR:tj

Enclosure

ANN ARBOR SCHOOL QUESTIONNAIRE

A. GENERAL INFORMATION

1. How often are your school administrators willing to try to change system-wide policies or procedures when such deviations will serve to better accomplish the broader objectives of the school?

   ☐ Never
   ☐ Seldom
   ☐ Sometimes
   ☐ Often
   ☐ Always

2. How would you rate the success of your school administrators in dealing with major problems that you have seen in your school?

   ☐ Very poor
   ☐ Poor
   ☐ Fair
   ☐ Good
   ☐ Excellent

3. To what extent do you identify yourself with (i.e., feel a sense of attachment or belonging to) each of the following?

	Not at all	To a slight extent	To a moderate extent	To a considerable extent	To a great extent
a. The school you are in	☐	☐	☐	☐	☐
b. The teachers in your school	☐	☐	☐	☐	☐
c. Your school system	☐	☐	☐	☐	☐
d. The community in which you live	☐	☐	☐	☐	☐
e. The teaching profession	☐	☐	☐	☐	☐

	Not at all	To a slight extent	To a moderate extent	To a considerable extent	To a great extent
4. To what extent is there a sense of team effort among the teachers in your school?	☐	☐	☐	☐	☐
5. To what extent is the communication between the various staff and faculty members in your school open and frank?	☐	☐	☐	☐	☐
6. To what extent does the administration of the school system actively try to improve working conditions for teachers?	☐	☐	☐	☐	☐
7. To what extent do you feel that your school's administrators will back you up if parents try to interfere with your teaching, when you feel your actions are within reasonable limits?	☐	☐	☐	☐	☐
8. To what extent are teachers expected to adjust to this school's environment rather than change it?	☐	☐	☐	☐	☐
9. To what extent are the relationships between most teachers in this school friendly and congenial?	☐	☐	☐	☐	☐
10. To what extent do you feel free to expose the problems and uncertainties you experience in the classroom?					
a. To administrators in your school	☐	☐	☐	☐	☐
b. To a number of other teachers in your school	☐	☐	☐	☐	☐

	Not at all	To a slight extent	To a moderate extent	To a considerable extent	To a great extent
11. To what extent do you have a chance to get to know students well?	☐	☐	☐	☐	☐
12. To what extent do the students in your school display courtesy and respect for their teachers?	☐	☐	☐	☐	☐
13. To what extent do you feel pressure from each of the following sources to reach or maintain what you consider to be a high level of teaching effectiveness?					
a. Administrators in the school	☐	☐	☐	☐	☐
b. Teachers in your school	☐	☐	☐	☐	☐
c. Students	☐	☐	☐	☐	☐
14. To what extent would you say that there is tension or conflict between each of the following pairs of school groups?					
BETWEEN:					
a. Students and teachers	☐	☐	☐	☐	☐
b. Different groups of teachers	☐	☐	☐	☐	☐
c. Teachers and administrators	☐	☐	☐	☐	☐
d. Teachers and supportive personnel (i.e., nurses, social workers, etc.)	☐	☐	☐	☐	☐
e. Teachers and operational staff (i.e., secretaries, custodians, etc.)	☐	☐	☐	☐	☐
f. Administrators and supportive personnel	☐	☐	☐	☐	☐

	Not at all	To a slight extent	To a moderate extent	To a considerable extent	To a great extent
g. Administrators and operational personnel	☐	☐	☐	☐	☐
h. Students and administrators	☐	☐	☐	☐	☐
i. Students and supportive personnel	☐	☐	☐	☐	☐
j. Students and operational personnel	☐	☐	☐	☐	☐
k. Different groups of students	☐	☐	☐	☐	☐

	Disagree	Disagree somewhat	Agree somewhat	Agree
15. To what extent do you agree with each of the following statements?				
a. Most of the parents of students in this school attendance are indifferent to school practices	☐	☐	☐	☐
b. The people of Ann Arbor, generally, have a sincere and wholehearted interest in the school system	☐	☐	☐	☐
c. Parents in this school attendance often ask for appointments with teachers to discuss their children's school work	☐	☐	☐	☐
d. Most of the people in Ann Arbor understand and appreciate a good education	☐	☐	☐	☐
e. Parents of students in this school attendance seem to be interested in the children's progress	☐	☐	☐	☐
f. Ann Arbor is willing to support a quality educational program	☐	☐	☐	☐
g. There are strong conflicting views among Ann Arbor citizens as to how the school system should be operated	☐	☐	☐	☐

16. On the average, how would you rate the performance of the following groups or persons in your school in contrast to the performance of people in comparable jobs in other schools?

	Far below average	Somewhat below average	Slightly below average	Slightly above average	Somewhat above average	Far above average
a. Principal	☐	☐	☐	☐	☐	☐
b. Teachers	☐	☐	☐	☐	☐	☐
c. Counselors	☐	☐	☐	☐	☐	☐
d. Students	☐	☐	☐	☐	☐	☐

B. INFLUENCE IN THE SCHOOL

The following questions deal with the influence of various people or groups in your school. We would like you to make two sets of ratings:

A. the actual amount of influence each person or group has; and

B. the amount of influence you feel each should have ideally.

17. For each of the following groups in your school, please rate their actual and ideal influence over the way your school is run:

	(A) ACTUAL INFLUENCE					(B) IDEAL INFLUENCE				
	Little or none	Some	Moderate	Considerable	A great deal	Little or none	Some	Moderate	Considerable	A great deal
a. The School Board	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. The Central Administration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Your Principal	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Assistant Principal(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Subject Matter Coordinators	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	(A) ACTUAL INFLUENCE					(B) IDEAL INFLUENCE				
	Little or none	Some	Moderate	Considerable	A great deal	Little or none	Some	Moderate	Considerable	A great deal
f. Department Heads	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. A Small Group of Teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. Teachers in General	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
i. Counselors and Helping Teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
j. Students	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
k. Parents of Students	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
l. You, Personally	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
m. A.A.E.A.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
n. P.T.A. or P.T.O.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

18. Now indicate the amount of your own actual influence in each of the following decisions and how much you feel you should have ideally:

a. Selecting what courses or units to teach	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Deciding what to cover in courses or units	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Evaluating school programs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Planning changes in the school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Making up and carrying out rules of student conduct	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

C. GOAL CLARIFICATION AND DEFINITION

19. What percentage of time has been spent at faculty, committee, or department meetings over the last two years giving consideration to:

	Less than 5	6 - 10	11 - 20	21 or more
a. Clarification of goals for particular programs of study?	☐	☐	☐	☐
b. Clarification of goals at your school?	☐	☐	☐	☐
c. Assessment of the educational objects for your school?	☐	☐	☐	☐
d. Redefinition of educational objectives for your school?	☐	☐	☐	☐
e. Assessment and/or redefinition of education objective for the Ann Arbor Public School Program?	☐	☐	☐	☐

D. EVALUATION OF TEACHING

20. In every school the performance of teachers is evaluated at least informally, and often formally. These next questions deal with the way teaching performance is evaluated in your school.

1. How much do you think each of the following characteristics actually counts in the way the performance of teachers in your school is evaluated (both formally and informally) by the administration?

	Little or none	Some	Moderate	Considerable	A great deal
a. Innovativeness	☐	☐	☐	☐	☐
b. How well one is liked by a superior	☐	☐	☐	☐	☐
c. Rapport with students	☐	☐	☐	☐	☐
d. Keeping students quiet and orderly	☐	☐	☐	☐	☐

	Little or none	Some	Moderate	Considerable	A great deal
e. Student improvement in mastery of the subject	☐	☐	☐	☐	☐
f. Punctuality in handling administrative details	☐	☐	☐	☐	☐
g. Increasing students' desire to learn	☐	☐	☐	☐	☐
h. Style of classroom presentation	☐	☐	☐	☐	☐
i. Helpfulness to individual students in personal matters	☐	☐	☐	☐	☐
j. Keeping room and bulletin boards neat	☐	☐	☐	☐	☐
k. Work done in student extra-curriculars	☐	☐	☐	☐	☐
l. Other (please specify) ____________________	☐	☐	☐	☐	☐
21. How much does each of the following (either knowingly or unknowingly) help you to improve your teaching?					
a. Students	☐	☐	☐	☐	☐
b. Other teachers in the school	☐	☐	☐	☐	☐
c. Administrators in the school	☐	☐	☐	☐	☐
d. Other resource people provided by the school	☐	☐	☐	☐	☐
e. Subject matter coordinators	☐	☐	☐	☐	☐

E. INNOVATION

22. In your opinion, how is each of the following groups best characterized in terms of their overall impact on school innovation?

	RESISTANT	NEITHER	SUPPORTIVE
a. School Board	☐	☐	☐
b. Superintendent	☐	☐	☐
c. Central Administration	☐	☐	☐

	RESISTANT	NEITHER	SUPPORTIVE
d. Your Principal	☐	☐	☐
e. Subject Matter Coordinators	☐	☐	☐
f. Department Chairmen	☐	☐	☐
g. Teachers	☐	☐	☐
h. Counselors and Helping Teachers	☐	☐	☐
i. Your A.A.E.A. Representative	☐	☐	☐
j. Parents of students	☐	☐	☐
k. Ann Arbor Community	☐	☐	☐
l. Students	☐	☐	☐

F. YOUR PRINCIPAL

23. Listed below are five reasons generally given by people when they are asked why they do things others suggest or want them to do. Please read all five reasons first, then rate each reason according to how important it is as a reason for your doing the things your principal suggests or wants you to do. (The same rating may be given to more than one reason.)

	IMPORTANCE FOR YOU: Not At All Important	Slightly Important	Somewhat Important	Quite Important	Very Important
a. You respect him personally, and thus want him to respect and admire you.	☐	☐	☐	☐	☐
b. You respect his competence and judgment about things in which he is more experienced than you are.	☐	☐	☐	☐	☐
c. You know he can provide special help and benefits to you for cooperating with him.	☐	☐	☐	☐	☐
d. You feel he has a legitimate right, considering his position, to expect you to carry out his suggestions.	☐	☐	☐	☐	☐
e. You know he can apply pressure or penalize you for not cooperating.	☐	☐	☐	☐	☐

24. To what extent does each of the following apply for the principal in your school? Please keep in mind that your individual responses will remain anonymous.

		Not At All	To A Slight Extent	To A Moderate Extent	To A Considerable Extent	To A Great Extent
a.	He does a good job of dealing with the people he supervises	☐	☐	☐	☐	☐
b.	He is friendly and easily approached	☐	☐	☐	☐	☐
c.	He treats teachers as colleagues on an equal footing with himself rather than as subordinates	☐	☐	☐	☐	☐
d.	He plays favorites and allows special privileges to some staff members but not to others	☐	☐	☐	☐	☐
e.	He has been given the freedom to act and the authority he needs in order to carry out his responsibilities	☐	☐	☐	☐	☐
f.	He is more interested in evaluating teachers than in helping them to improve	☐	☐	☐	☐	☐
g.	He actively tries to influence the superintendent and central administrators to gain their support for school programs and personnel	☐	☐	☐	☐	☐
h.	He actively tries to influence parents (and other relevant citizen groups) to gain their support for school programs and personnel	☐	☐	☐	☐	☐
i.	He is receptive to my influence on matters of concern to me	☐	☐	☐	☐	☐
j.	He encourages people to put forth their best effort	☐	☐	☐	☐	☐
k.	He helps others plan and organize their work	☐	☐	☐	☐	☐
l.	He encourages subordinates to take action without waiting for detailed review and approval from him	☐	☐	☐	☐	☐
m.	He encourages a free exchange of ideas and opinions among subordinates	☐	☐	☐	☐	☐
n.	He has confidence and trust in you, personally	☐	☐	☐	☐	☐
o.	You have confidence and trust in him	☐	☐	☐	☐	☐

G. OPPORTUNITIES FOR STUDENTS

25. The next questions deal with the types of opportunities and requirements you think your school provides for its students.

	Not At All	A Little	Some	Quite A Bit	Very Much
1. How much does your school give students a chance to be with their friends and enjoy each other's company in school-related activities?	☐	☐	☐	☐	☐
2. How much does your school give students a chance to do things where they might win or achieve success--doing things that are challenging; winning in competition with others; trying to reach difficult goals?	☐	☐	☐	☐	☐
3. How much does your school give students a chance to get to know adults (e.g., teachers) well--to talk to them privately and get their opinions or advice?	☐	☐	☐	☐	☐
4. How much does your school require students to do things where they might fail?	☐	☐	☐	☐	☐
5. How much does your school give students a chance for improving themselves--that is, for learning new things and doing better than they have in the past?	☐	☐	☐	☐	☐
6. How much does your school actually require students to improve themselves?	☐	☐	☐	☐	☐
7. How much does your school give students a chance for using a lot of intelligence?	☐	☐	☐	☐	☐
8. How much does your school actually require students to use a lot of intelligence?	☐	☐	☐	☐	☐
9. How much does your school give students a chance to be independent--that is, having a lot of freedom to decide what they will do; and not having people watching over them and telling them what to do?	☐	☐	☐	☐	☐

10. How much independence do you think students should have in your school?

☐ (1) Much less than they now have
☐ (2) Somewhat less then they now have
☐ (3) The present amount is just about right
☐ (4) Somewhat more than they now have
☐ (5) Much more than they now have

H. THE TEACHING TASK

26. How much time did you spend in an average week during the past term on each of the following activities? (Please round to the nearest hour.)

Hours/Week

a. ______Teaching classes

b. ______Monitoring study halls, hallways, cafeterias, etc.

c. ______Formal counseling of students

d. ______Talking individually with students outside class

e. ______Staff meetings

f. ______Coaching athletics

g. ______Advising on other extracurriculars

h. ______Correcting papers and other paperwork

i. ______Preparing for classes

j. ______Other major activity (please specify)______________________________

27. About how many times during this semester have you been in another teacher's classroom to observe or to help that teacher?

a. ______times in team teaching

b. ______other times in my school

c. ______times in another school

28. Think of the school in which you would most like to be teaching, if you were not teaching in your present school. Suppose you were offered a position at that school similar to your present one. Which of the following would be the lowest salary offer that would induce you to leave your present position to accept the new one?

(1) A 20% salary reduction
(2) A 10% salary reduction
(3) My present salary
(4) A 10% salary increase
(5) A 20% salary increase
(6) A 30% salary increase
(7) A 40% salary increase, or more
(8) Under no circumstances involving salary would I leave

MEAN COMPARISONS OF A TREATMENT-2 AND A CONTROL SCHOOL ON THE ANN ARBOR SCHOOL QUESTIONNAIRE[1]

	T-2 School (T-2B)			Control School (C-B)		
Item	Pre-test Mean[2]	Posttest Mean	T Value	Pre-test Mean[2]	Posttest Mean	T Value
1	4.00	3.61	1.70	3.50	3.89	1.54
2	3.70	3.00	2.59	3.00	3.85	2.97
3a	4.11	3.93	0.70	3.96	4.19	0.91
3b	3.44	3.25	0.70	3.15	3.74	2.46
3c	3.33	2.71	2.03	2.96	3.56	2.47
3d	3.85	3.48	1.24	3.36	3.56	0.73
3e	4.54	4.32	0.93	4.22	4.15	0.27
4	3.26	2.39	3.80	2.80	3.19	1.68
5	3.07	2.82	1.08	2.73	2.81	0.29
6	3.56	3.21	1.20	2.92	3.48	2.02
7	4.41	3.86	2.02	4.23	4.41	0.70
8	2.77	3.00	0.69	2.63	2.67	0.18
9	3.56	2.75	3.73	3.15	3.56	1.84
10a	4.35	3.93	1.46	4.00	4.15	0.60
10b	3.88	3.32	2.14	3.67	3.78	0.40
11	4.26	3.89	1.37	4.08	4.22	0.64
12	3.19	2.46	3.61	2.64	2.73	0.44
13a	3.08	3.18	0.32	2.74	2.81	0.26
13b	2.83	2.68	0.51	2.41	2.59	0.73
13c	3.38	3.11	0.75	3.04	3.00	0.12
14a	2.96	3.25	1.27	2.37	2.81	2.14
14b	3.35	3.82	1.94	2.74	3.41	2.56
14c	3.00	3.54	1.95	1.81	2.33	2.69
14d	2.00	2.50	1.75	1.81	1.74	0.32

Item	T-2 School (T-2B) Pre-test Mean^2	T-2 School (T-2B) Posttest Mean	T-2 School (T-2B) T Value	Control School (C-B) Pre-test Mean^2	Control School (C-B) Posttest Mean	Control School (C-B) T Value
14e	1.96	2.18	0.80	1.81	1.59	1.19
14f	1.96	2.29	1.13	1.59	1.81	1.06
14g	2.57	2.52	0.19	1.88	1.74	0.74
14h	2.15	2.25	0.42	2.00	2.44	2.23
14i	2.00	2.54	1.84	1.96	2.31	1.50
14j	2.32	2.39	0.31	2.08	2.52	1.80
14k	3.16	3.82	2.60	2.92	3.337	1.88
15a	2.44	2.14	1.23	1.62	2.08	1.86
15b	3.12	2.58	2.17	3.04	3.04	0.01
15c	2.46	2.12	1.38	2.11	2.33	0.86
15d	2.96	2.56	1.67	2.92	2.74	0.71
15e	3.07	2.70	1.65	3.04	2.81	1.16
15f	2.89	1.89	4.40	2.85	2.64	0.95
15g	3.54	3.68	0.82	3.41	3.50	0.52
17a(A)	3.72	3.79	0.20	3.26	3.26	0.00
17a(B)	3.12	2.33	2.91	2.42	2.96	1.64
17b(A)	3.67	3.71	0.16	3.60	3.52	0.27
17b(B)	3.07	2.52	2.20	2.71	3.24	1.74
17c(A)	4.04	3.68	1.43	3.81	4.11	1.33
17c(B)	4.11	4.19	0.32	4.04	4.36	1.26
17d(A)	3.90	3.80	0.25	2.33	2.57	0.30
17d(B)	4.00	4.10	0.24	3.50	2.78	1.24
17e(A)	2.74	3.08	1.12	2.28	2.38	0.31
17e(B)	3.28	2.60	2.10	2.73	2.83	0.26
17f(A)	2.77	2.80	0.06	2.33	2.40	0.15
17f(B)	2.85	2.20	1.53	2.64	1.03	0.51

Item	T-2 School (T-2B)			Control School (C-B)		
	Pre-test Mean[2]	Posttest Mean	T Value	Pre-test Mean[2]	Posttest Mean	T Value
17g(A)	2.86	3.32	1.36	2.77	3.11	1.17
17g(B)	3.09	2.15	3.50	2.77	2.72	0.16
17h(A)	3.38	3.22	0.63	2.89	3.37	1.62
17h(B)	3.92	4.12	0.83	3.85	3.96	0.48
17i(A)	2.81	2.32	1.82	2.10	2.74	2.54
17i(B)	3.65	3.33	1.09	3.10	3.04	0.20
17j(A)	3.00	3.11	0.33	2.69	2.81	0.44
17j(B)	4.00	3.81	0.71	3.69	3.35	1.26
17k(A)	3.00	2.57	1.41	2.19	2.62	1.79
17k(B)	3.44	3.11	1.22	2.96	2.65	1.29
17l(A)	2.77	2.39	1.39	2.46	2.52	0.21
17l(B)	3.71	3.33	1.26	3.31	2.88	1.54
17m(A)	3.38	2.57	2.72	2.85	3.07	0.76
17m(B)	3.04	2.85	0.54	2.96	3.16	0.66
17n(A)	2.46	2.19	0.93	2.00	2.44	1.82
17n(B)	3.00	2.67	1.18	2.59	2.72	0.54
18a(A)	2.96	3.61	1.67	2.96	3.08	0.28
18a(B)	4.29	4.42	0.57	3.92	3.73	0.63
18b(A)	3.80	4.04	0.69	3.64	3.56	0.21
18b(B)	4.50	4.65	0.94	4.08	3.96	0.39
18c(A)	2.68	2.93	0.65	2.60	2.85	0.81
18c(B)	4.16	4.27	0.49	3.76	3.69	0.23
18d(A)	2.96	2.50	1.53	2.56	2.64	0.24
18d(B)	4.17	3.96	0.82	3.83	3.35	1.77
18e(A)	2.76	2.61	0.50	2.69	2.74	0.14
18e(B)	4.00	3.69	1.07	3.13	3.31	0.64

Item	T-2 School (T-2B) Pre-test Mean[2]	T-2 School (T-2B) Posttest Mean	T-2 School (T-2B) T Value	Control School (C-B) Pre-test Mean[2]	Control School (C-B) Posttest Mean	Control School (C-B) T Value
19a	2.30	1.84	1.43	1.68	1.59	0.42
19b	2.55	1.88	1.96	2.32	1.89	1.65
19c	2.40	1.92	1.57	2.24	1.81	1.58
19d	2.65	2.00	2.04	2.00	1.92	0.28
19e	1.84	1.43	1.77	1.40	1.58	0.79
20a	3.92	3.69	0.96	3.83	3.38	1.56
20b	2.58	2.78	0.58	2.23	2.19	0.12
20c	4.08	4.00	0.25	3.73	3.54	0.73
20d	2.35	2.04	1.18	2.23	2.08	0.58
20e	3.00	3.07	0.24	2.92	2.85	0.28
20f	2.23	2.26	0.10	2.04	2.19	0.61
20g	3.81	3.68	0.37	3.77	3.42	1.15
20h	2.85	2.96	0.35	2.76	2.80	0.13
20i	3.57	3.33	0.59	3.35	3.65	1.00
20j	1.77	1.64	0.46	1.72	1.85	0.44
20k	2.48	1.69	2.55	1.95	2.35	1.14
21a	4.30	4.21	0.38	4.24	3.85	1.53
21b	3.40	2.96	1.45	3.19	3.04	0.52
21c	2.88	2.57	0.87	2.78	2.85	0.22
21d	2.56	2.48	0.24	2.04	2.74	2.21
21e	1.92	1.61	1.28	1.64	1.88	0.94
22a	2.23	1.46	4.01	1.70	2.07	1.62
22b	2.50	1.71	3.78	2.00	2.56	2.92
22c	2.32	1.67	3.07	1.91	2.38	2.27
22d	2.96	2.89	0.99	2.92	2.96	0.62
22e	2.65	1.76	4.71	1.78	2.46	3.48

Item	T-2 School (T-2B) Pre-test Mean[2]	T-2 School (T-2B) Posttest Mean	T-2 School (T-2B) T Value	Control School (C-B) Pre-test Mean[2]	Control School (C-B) Posttest Mean	Control School (C-B) T Value
22f	2.58	1.93	2.91	2.00	2.18	0.72
22g	2.77	2.58	1.36	2.70	2.73	0.19
22h	2.81	2.56	2.10	2.52	2.93	2.90
22i	2.73	2.04	4.50	2.57	2.92	2.53
22j	2.24	2.21	0.12	2.23	2.00	1.14
22k	2.00	1.78	0.98	1.96	2.08	0.56
22l	2.72	2.52	1.10	2.70	2.65	0.35
23a	3.44	2.93	1.73	3.23	3.56	1.06
23b	3.93	3.64	0.86	3.50	3.96	1.49
23c	2.62	2.57	0.12	2.56	2.48	0.22
23d	3.26	2.86	1.15	2.92	3.30	1.12
23e	2.35	2.25	0.25	1.93	1.78	0.51
24a	3.96	2.82	4.14	3.13	3.96	2.62
24b	4.04	3.79	0.75	3.96	4.30	1.10
24c	4.32	3.93	1.26	4.08	4.41	1.19
24d	1.76	2.50	2.19	1.50	1.74	0.84
24e	3.91	3.46	1.37	3.52	3.67	0.45
24f	1.23	1.52	1.29	1.13	1.30	0.91
24g	4.27	4.19	0.36	3.83	4.22	1.19
24h	4.08	3.75	1.19	3.92	3.69	0.79
24i	4.19	3.68	1.60	3.72	4.15	1.26
24j	3.88	3.32	1.49	3.36	3.63	0.82
24k	2.35	2.22	0.37	2.13	2.26	0.38
24l	3.57	4.00	1.31	2.64	2.89	0.75
24m	4.08	4.04	0.13	3.96	4.07	0.35
24n	4.20	3.61	2.04	3.50	4.35	2.66

Item	T-2 School (T-2B) Pre-test Mean[2]	T-2 School (T-2B) Posttest Mean	T-2 School (T-2B) T Value	Control School (C-B) Pre-test Mean[2]	Control School (C-B) Posttest Mean	Control School (C-B) T Value
24o	4.12	3.21	2.64	3.48	4.19	2.06
25(1)	3.96	3.68	1.01	3.15	3.85	2.41
25(2)	3.28	3.07	0.77	3.22	3.56	1.34
25(3)	3.22	3.39	0.68	3.00	3.58	2.03
25(4)	2.64	2.61	0.16	2.36	2.46	0.42
25(5)	3.92	3.46	2.07	3.77	3.62	0.69
25(6)	2.96	2.61	1.42	2.71	2.77	0.21
25(7)	3.48	3.07	1.60	3.31	3.07	1.02
25(8)	3.04	2.68	1.28	2.68	2.62	0.28
25(9)	4.28	4.30	0.07	3.44	3.63	0.75
25(10)	3.08	3.00	0.22	3.00	2.54	1.21

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[1] An interpretation of this data can be found in the Evaluation Section of the main report (see page 69).

[2] The higher mean pre-test score of the T-2 and Control Schools was listed as the T-2 pre-test mean and the lower listed as the Control pre-test mean to give a more stringent t test.

APPENDIX IV

Articles

IV-1

THINK, (IBM) September-October 1969 Volume 35 No.5

Now, Focus on High School Unrest

by Marvin R. Weisbord

While high school unrest intensifies, a handful of concerned educators are experimenting with preventive or "neutralizing" techniques based on behavioral research and organizational effectiveness, some from innovative businesses. Marvin Weisbord, writer and consultant on organizational change, describes creative alternatives to violence in secondary schools.

In the 1960s the freedom revolution came to colleges and universities. In the '70s, look for it in high schools and junior highs. Bitter conflict between students and the "authorities," in fact, already has broken out in hundreds of secondary schools, city and country, black community and white. The issues: race, censorship, policy-making, course content, dress codes.

Inevitable, this new battle between generations? Many observers think so, especially in view of the worldwide revolution of people in all walks toward what has been described as "the right to self-management." Student dissent is no fad. "The students," observes one administrator, "to our utter despair, are exhibiting—at long last—the very kinds of behavior we want to encourage, nourish and develop as responsible educators. The requirements for (and agonies of) change are on our doorsteps more so than on theirs. We *must* change or foster total revolution in our schools. . . ."

But—how to change? Where to begin? For those educators dissatisfied with futile hand-wringing or outright repression, one promising direction lies in the application of behavioral research, until recently the province mainly of university behavioral scientists and motivation-conscious businessmen. Several schools, working with knowledgeable psychologists, are attempting to reverse the school norms of the past 100 years. They are showing that it's possible to use conflict, which is inevitable, as a base for learning, instead of sweeping it under the rug; to teach the skills of group interaction as well as of personal achievement.

Techniques range from various forms of group "encounter," to training in analyzing and solving school problems, using cooperation, compromise and negotiation. But all involve bringing together students, teachers and school executives who may once have held each other at arm's length.

One of the most far-reaching experiments is an effort to test the utility in public school management of theories derived from innovative business practices. For 30 years Dr. Rensis Likert, director of the University of Michigan's Institute for Social Research, has been measuring what makes business organizations effective. Likert has described four systems—from total authoritarian (System 1), where one man makes all decisions; to total participation (System 4), where interlocking groups decide everything. Most organizations, of course, fall somewhere in between.

Likert has shown that the most productive managers in business are open, trusting, helpful—that is, "people-centered"—but with high work standards too. They tend to create organizations different in important ways from the Army chain-of-command model most of us are used to. Common sense suggests that effective teachers and school executives would have similar qualities.

Last year Ivan Bare, director of grant programs for Ann Arbor public schools, saw a chance to test Likert's theory in schools under a U.S. Office of Education training program for administrators. He contracted with ISR to help the Ann Arbor system analyze its organizational effectiveness, decide what changes were desirable, plan how to make them, and measure results. "One strength of this approach," says Bare, a former business consultant and classroom teacher, "is that it's based on data. You don't fly by the seat of your pants."

The data comes from questionnaires, adapted to schools by Likert, showing how administrators, teachers and students perceive the trust, support, information and decision-making responsibility they give and receive. Organization "profiles" based on responses show graphically whether a school or department or classroom tends more toward the System 1 or System 4 model. In Ann Arbor, the first school profiles have revealed marked differences between schools in the effectiveness of their management. Bare hopes this information can be used to initiate change.

For Ann Arbor, like many towns, is up to its ears in school problems—rapid growth, militancy among students and teachers, crisis management, and a shortage of money. Can new ways be found to reconcile clashing interests? This question was first posed to school executives and teachers in a series of "microlabs" a year ago. Lucille Schaible, an expert in group learning skills, and Dr. Anthony Reilly, a research social scientist, demonstrated the kinds of change activities ISR is introducing into the system this year and next.

They operate from a "four-step learning theory"—first you experience something, then describe what it means, next discover how what you learned applies to your problem, finally put the new understanding into practice. In one sequence, for example, participants were divided into groups and asked to build towers from scrap materials, using paste, tape and staples, with the "best" to be named by an impartial panel.

This apparently frivolous game helps people learn how they organize for work, how flexible they are, their attitudes toward leadership, and how this affects the end product.

In another session, teachers and principals told Scott Westerman, the superintendent, that they were confused about policies and decisions; Westerman confessed to pressures which made him feel he had "an in-basket, but no out-basket." This painful self-analysis takes courage, especially when the outcome can't be foreseen; but Westerman remains com-

mitted to a better way of managing his growing system—and commitment at the top has always been an essential ingredient for successful business change.

"The hardest part," says social scientist Reilly, "is persuading school people that they can change an organization by changing their own behavior. A school system, after all, isn't a business. As much as anything, we'll be testing to see how much change the Board and community will sanction, once people in the school buildings have decided what they want to do."

Michigan innovator Ivan Bare has adapted business techniques to measure effectiveness of school management.

At the other end of the spectrum from Ann Arbor's broad approach is the effort of a small Long Island school district to change its educational climate using a single behavioral technique—sensitivity training. Two years ago James Lewis, Jr., a young black elementary principal, became chief school officer in Wyandanch, New York, a semi-segregated enclave where tradition held that the school's largely white staff and overwhelmingly black student body could never join forces to improve the school.

Many parents were apathetic. But not all: Lewis was caught in a crossfire between integrationists demanding the district be closed and the youngsters put in "good" white schools; and black militants insisting on more community control. In spring 1968, a school blackout during a thunderstorm triggered a serious riot, and Lewis closed the high school for a week, further alienating all factions.

Shortly after the riot, he attended a "marathon encounter" session, in which participants seek self-knowledge by revealing their feelings as honestly as they can. "I was deeply moved and, I believe, changed by the session," he wrote the leader, Dr. Leonard Schwartz, a clinical psychologist. He asked Schwartz to design a related "sensitivity training" project for the high school.

Soon after, Schwartz, through his Institute for Sensitivity Training and Educational Programming, began work with two groups: 18 students and a few teachers in one, five faculty members in the other. The goal: to develop in Wyandanch a sense of communal trust and involvement in school problems. Each group met weekly for two hours of talk. Essentially, sensitivity training is an agenda-less confrontation in which people can express their fears, beliefs and suspicions to each other, while a "trainer" invites attention to the meaning of what's going on. In good groups, members learn to trust and support each other, and to experiment with new behavior in daily life.

The results are hard to measure, and many of Lewis' staff remain skeptical of the value of this approach to school problems. Yet one can't discount the enthusiasm of the five Wyandanch teachers. By their own acknowledgment, they came into the group wary and distrustful, and now display apparent ease, warmth and cooperative spirit in dealings with one another.

"We deal better with class problems, too," said one, "by being more open with the students."

"We've learned we don't have to be superhuman," another teacher explains. "We can show emotion, feeling, and we get along better with the kids as a result."

The students have had a harder time

Left: High school sensitivity training group at Wyandanch, New York, includes students, faculty and administrators. They meet weekly to air grievances, discuss policy.

Role-playing sessions help students act out their feelings of helplessness in winning community support for school programs. Here, male student works hard to persuade a local "parent" to vote for the school budget.

channeling their behavior. After five months one commented, "We're here to help the school, but we can't seem to get ourselves together." Despite this lament, some of the trainees have in fact forced the curriculum committee to reevaluate "boring" courses, which students claim prepare them for neither jobs nor college. They have encouraged the hiring of Negro teachers from the South, and persuaded the high school to set up a discipline committee which includes students.

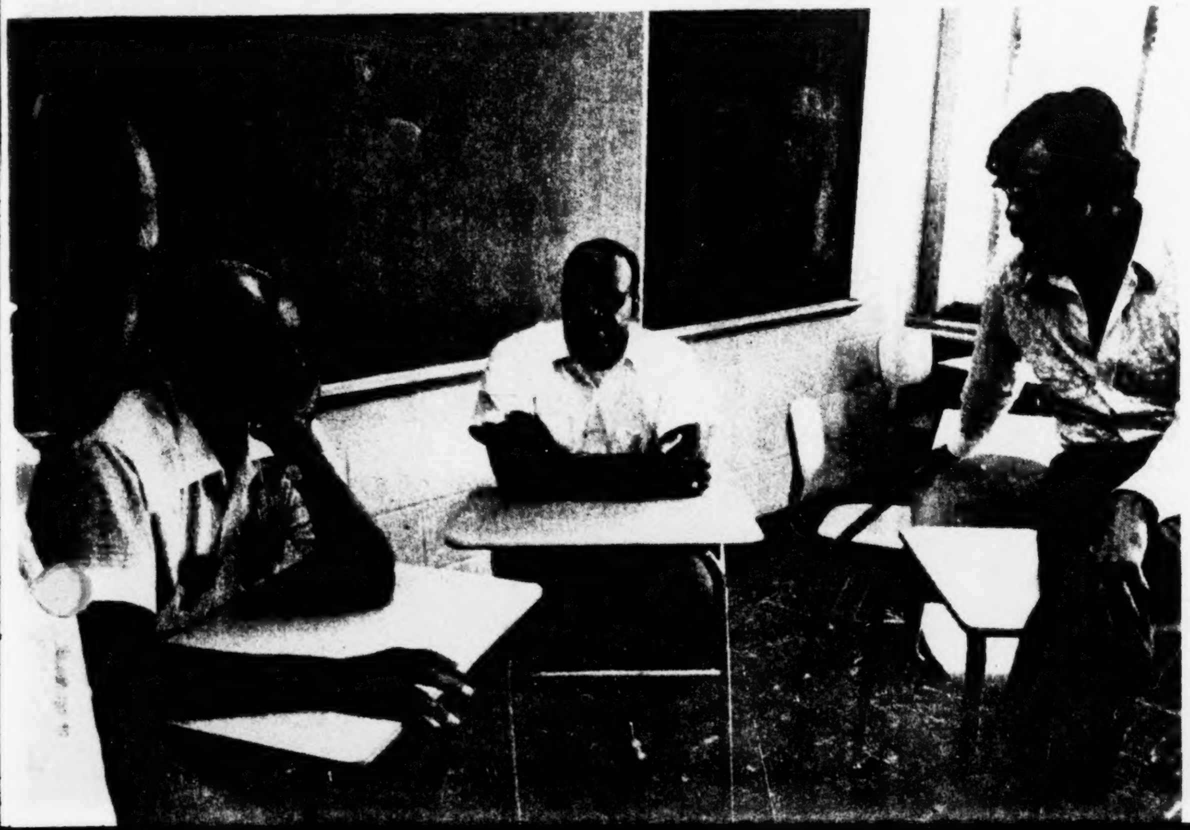
Lewis gets along better with the students too. They insisted he visit their sensitivity group, asked him about his background, black-white relations and school problems. This spring, when teachers picketed over budget cuts, student trainees—included among whom were some of last year's rioters—came to Lewis' defense. He still has many problems, but student protest and possible violence don't seem to be among them.

In the coming academic year, Lewis and Schwartz hope to involve more teachers and students in training, and to begin bringing in other administrators and parents. This may not be easy. But the small cadre of students and teachers who have experienced success with sensitivity training are determined to win over enough others to begin remaking the school environment. This effort bears watching.

No one would argue that a controversial technique like sensitivity training will save schools. But Wyandanch marks a notable effort to improve a school by changing its human system—the "people" relationships—first, rather than curriculums, buildings or hardware (all of which may change later as a result).

Using emotion-laden group activities to improve schools is a radical departure in education, even in the midst of its worst crisis. Schools have always discouraged conflict, because they have no precedents for handling it creatively. Schools have rarely taught group skills. Despite much rhetoric about cooperation, the rewards usually go to individual achievers.

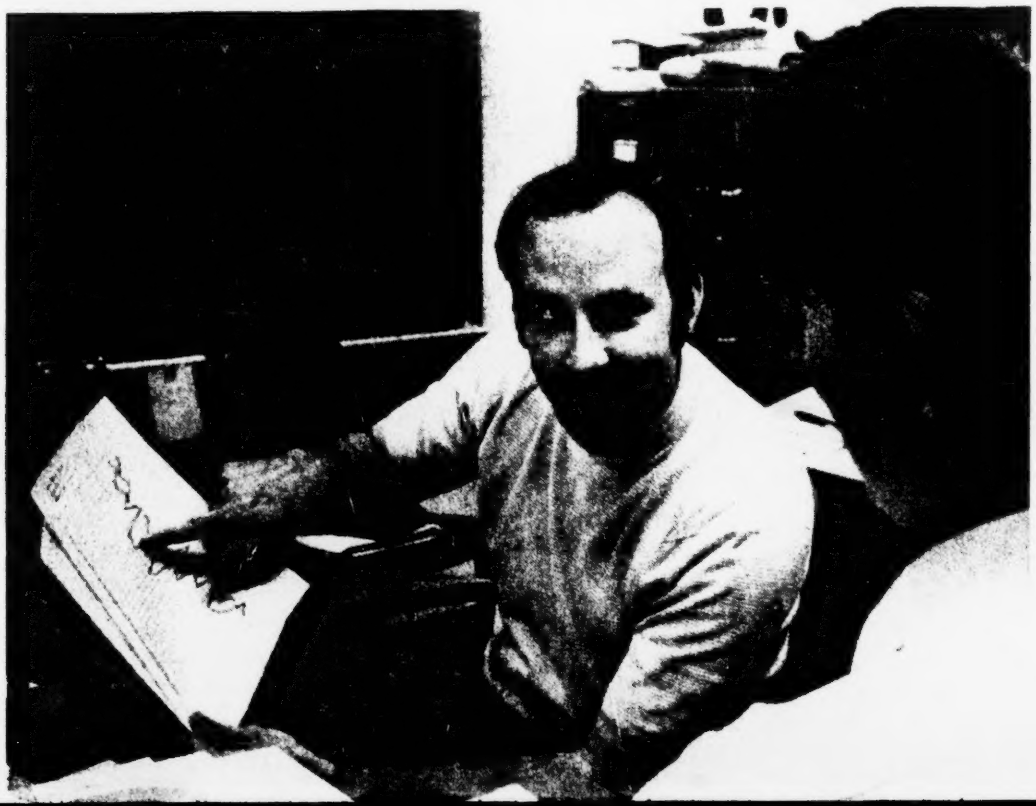
Yet the research indicates most people



Prime movers in Wyandanch sensitivity training course gather for critique after each session with psychologist Leonard Schwartz (r.), program director. From left, Wyandanch school executive Raoul Davis; Richard R. Robinson, consulting project director; and chief school officer James Lewis, Jr., who brought the program to the high school.

Workshops to help students learn new skills in group relations have been set up in seven high schools with history of unrest by social psychologist Mark Chesler (standing).

Below, research social scientist, Dr. Anthony Reilly, discusses with colleague profile of organizational climate of a school in the Ann Arbor system.



would rather cooperate in a team effort or negotiate compromises than struggle against each other in unproductive conflict. What they need are the skills and opportunities. How to create such conditions is the basis for research by another University of Michigan social psychologist, Dr. Mark Chesler. Since the spring of 1968, Dr. Chesler and his associates at the Institute for Social Research have stepped into crisis situations in several high schools, trying "to test the utility of some innovative responses to change."

Like Schwartz in Wyandanch, Chesler seeks to reverse the destructive spiral of dissent, repression and rebellion which drags so many schools into a morass of unremitting disruption. His strategy is to use conflict as an educational tool, a necessary prelude to changing the social and political systems in schools so that more creative behavior becomes routine.

"Denial and repression," says Chesler, "are not mature models of managing dissent." To test alternatives, he chose

Think

"We need . . . more daring work in schools."

seven high schools ranging in size from 1,300 to 3,600 students, in cities and suburbs in the East, Midwest and West, with varying racial mixtures, from 80 percent white to 99 percent black. What they had in common was a history of serious disruptions and the willingness of someone in authority, at least initially, to experiment with change.

Chesler's Workshop

Chesler's consultants sometimes work with a principal, helping him deal more creatively with his staff; at other times with students, teachers, or parents; or all groups at once. A typical workshop sequence:

1. Bring conflict into the open, through some form of encounter (pure sensitivity training, as in Wyandanch, has been used only once, briefly). Organize adults and youngsters, blacks and whites, to speak their collective minds.
2. Next, consider how group conflict relates to the school's problems. Do students riot because they want "to take over," or because nobody pays attention to them? Are interracial fights always a product of prejudice, or a symptom of educational failure?
3. Identify areas many feel need attention—new courses, for example, or new school policies, or better communications among principal, teachers and students, or more parental involvement.
4. Design specific projects to help bring about desirable changes—curriculum review, new student organizations, a student-faculty rules committee.
5. Try to evaluate which activities and conditions most favor change and decide how results will be measured.

Chesler's most rewarding project was a 3-week summer workshop in 1968 for 40 students, 12 teachers, and the principal of a West Coast city high school, mainly white, but with two sizable ethnic minorities. Workshop students stressed the lack of focus on black and Mexican-American problems in their courses, and the absence of trust between themselves and their teachers. Black leaders from nearby cities discussed community issues.

A "guerrilla theater" exercise forcefully dramatized the kinds of pressure on schools. One day the principal read a letter he said came from an unidentified local politician, charging that the workshop had been tricked into "brainwashing by outside consultants interested in fostering Communist tactics." Some angry conferees proposed marching on the man's house to force a retraction. The letter was then revealed as fictitious, and students were asked to analyze the possible outcome of their rage. What alternatives existed?

The discussion led to three days' being set aside for community attendance at the workshop. More than 300 residents came. Wrote the chief consultant, Dr. Marie Fielder, of the University of California: "It was the first time the fathers and mothers of some of these participants had seen them excited about education."

Achieved: Orderly Confrontation

That fall, after a racial incident, about one hundred and fifty students, led by workshop trainees, marched to the school office. "They stood there and waited for the principal," recalled Chesler. "At last he came out and said, 'All right, I'll negotiate with you.' So five sat down with him while the others waited. No destruction. No interracial fighting. Just an orderly confrontation of power."

Among other things, the students successfully bargained for new courses in black history. More importantly, says Chesler, "they learned how to succeed without being destructive, how to be politically-potent yet peaceful."

Despite mixed results, Chesler's behavioral scientists tick off important insights gained from these pioneer efforts. They have learned, for example, that workshop participants (like the sensitivity trainees in Wyandanch) tend to become an "elite" group, isolated from others in school. How can they become catalysts for change? They know now that workshops aren't enough.

Moreover, they recognize that no effort to force change will be perfect. If you only help the principal do a better job, his freedom of action will be limited by others. Working only with a board and parents leaves out other important school groups. To become only the students' advocate, of course, may alienate staff members. A school, like a business or government agency, is a total system. Tinkering with parts of the system can't produce fundamental or lasting change.

Chesler believes the best service for schools in conflict will be delivered by teams of consultants, with diverse skills, who work simultaneously with all groups in a total "organization development" effort. "This is an attractive style in the midst of a crisis," he says, "because it promises to bring all parties together." He cautions, however, that without new organization structures and decision-making machinery, "the coming together is a sham that is not likely to be sustained."

Eventually, any effort to change meets forces beyond its capacity to alter. Where this point is in schools is not yet known; few have ever seriously tried to change an entire school system. For that reason Schwartz, Lewis, Chesler, Bare, Schaible, Reilly, Westerman and their many colleagues, are literally on a frontier of social change. They work on situations which have no beginning or end, goaded by the certain knowledge that school pressures in many places are building past the safety point, not just for students but for staff members as well. "We need to do more serious, more daring work in schools," says Mark Chesler. "Yet we need to ask, before we undertake new projects, whether there is really a chance to create change. Change will only come if we can work on *both* parts of the problem: leadership and skill training for staff, students and parents; and the new organizational forms which will permit us to use the new skills."

A larger question yet remains: What impact, if any, will improved environment have on the quality of education? No one really knows. Experimenters, however, are accepting as reasonable the assumption that education will work better where there is relevance, participation and community involvement. ■

CHALKBOARD

AAEA VOLUME I, ISSUE NO. 3 74 ANN ARBOR EDUCATION ASSOCIATION NOVEMBER, 1969

Action-Research Project Set In Motion

by Ivan Bare

A unique action-research project in management techniques is about to reach the "in-school" stage here in Ann Arbor. Superintendent Westerman enthusiastically endorsed the project at a recent school board meeting, calling it "the most significant undertaking to which this school system has made commitment." The project is made possible by a grant to the Ann Arbor Public Schools by the U.S. Office of Education under the terms of the Education Professions Development Act of 1968.

The project features a collaborative effort of the U. of M's Institute for Social Research and of the Ann Arbor Public School System. Together they form an "outside" and "inside" team which plans to help implement a participatory management technique in the Ann Arbor school system.

Basically, participatory management revolves around involving members of an organization in decisions affecting them.

The model of the organization was derived by integrating theories developed from research at I.S.R. A business management system, System IV, provided the core for the model. System IV is described in *The Human Organization*, a book by Rensis Likert, the director of I.S.R. and an expert on management systems.

An autocratic, non-participatory management system is characterized in Likert's book by System I. Other management systems are progressively more participatory, with System IV being the model of participatory management.

Research directed by I.S.R. staffers Mark Chesler, in unrest and conflict in public schools, and Ronald Lippitt, concerning the concept of planned change in school systems, was integrated with Likert's System IV model to provide a model for a public school system.

This is the first time the applicability of Likert's approach to a school system has been tested.

The project was funded in final form under the terms of the federal Educational Professions Development Act in March, 1969. The Ann Arbor Schools' proposal was chosen from one of 100 management proposals submitted out of a field of 3,000 total applications. The initial grant for this first year's implementation is $45,000. E.P.D.A. projects are funded a year at a time, so re-application for next year's funds will be necessary.

An overview of the In-service Staff Training Project is given by Ivan Bare (right) in collaboration with I.S.R. consultants, one of whom is Anthony Reilly (left).

The project evolved from the desires of building principals to improve their efficiency and from a general trend for diverse interest groups to concern themselves with school operations at all levels.

Westerman told the school board that "Likert's System IV suggests a perspective for bringing together these various groups in a way that is compatible with executive authority."

The project has been steadily progressing since last April. The first year of the plan calls for three workshops where principals and central staff become acquainted with Likert's principles, identify educational problems, and practice techniques for solving them. The three workshops have been held.

The next stage is for the management program to be carried to the "project" schools in late November. The project's research design this first year will involve nine "project" schools – three junior highs and six elementaries. In three schools – a junior high and two elementary -- I.S.R. staff consultants headed by Lucille Schaible and Tony Reilly will work with a staff change agent team. The team will consist of teachers and the principal and, perhaps eventually, parents and students and a central staff member. The I.S.R. consultants will work with the team to provide skills to implement a more effective, more participatory way of management in their building.

Three other schools will receive feedback data as to how they are doing in implementing the system, but will not receive direct consultant involvement.

The other three schools will serve as control schools to evaluate carefully what is being done. Various methods of evaluation will be used to measure what happens in each of the "project" schools.

Next year, more schools and more teachers will be involved, using approaches developed from this year's work and study in the pilot "project" schools. The ultimate intent is to move the total organization and leadership in the direction of the participatory model.

The purpose is to study what happens to a school system's organizational processes, leadership styles, and personnel satisfactions when a participatory management system model is introduced.

According to Likert, research data show that the significant varying characteristic between productive and less productive industrial organizations with similar resources is management techniques.

"Invariably, the more productive managers involve subordinates to a greater extent in decisions affecting them, keep them informed, listen, open channels of communication upwards, have high performance goals and use these kinds of supervision," Likert said.

Research also shows that there are personal rewards for individuals within an organization using this form of management.

The project has the support of the school board and administration. The majority of principals have expressed an interest in their schools being uses as "project" schools. In fact, many principals may – on their own and without consultant help – make efforts this year toward implementing a participatory system in their school, even if they are not a "project" school.

Jim Scheu, Executive Secretary of the Ann Arbor Education Association, has been on the project's steering committee from its inception. From the beginning, he urged teachers to "stay interested and give their full support."

According to Scheu, "It's a chance for teachers to get wrapped up in something very important.

"I am particularly excited about the potential for community involvement. Schools and communities throughout the U.S. have grown further and further apart because of size. If we succeed in what we're doing here, we will eventually have total community involvement and teacher involvement in the operation of schools."

Think magazine, a publication of the IBM Corporation, highlighted the project in its current issue. The I.S.R. staff and Ivan Bare, Grant Project Director for the Ann Arbor Schools, have received inquiries about the project from many educators and researchers throughout the U.S.

OPEN CHANNEL

For the Staff of the Institute for Social Research 5 June 1969

Institute Book Released; "New Homes and Poor People" Analyzes Housing Market

Authors Study Consequences Of New Construction on Poor

"Negroes are in what amounts to a partially separate (housing) market," the authors of the recently released Institute book, *New Homes and Poor People*, have concluded.

While the succession of moves that are induced by the construction of new homes operates as a single market for whites, Negroes do not share benefits proportionate to their incomes.

Racial discrimination, low assets, and low incomes all contribute to Negroes' exclusion from the full benefits of new construction.

As a consequence, housing policies that are intended to influence demand, i.e., rental allowances or a negative income tax, will not be effective enough for the Negro. "This research shows," they concluded, "that for Negroes these policies in themselves will not be adequate. Negroes are at a substantial disadvantage in the housing market in addition to that which results from low income."

John Lansing, co-author of *New Homes and Poor People*, wrote most of the text for the recently released book.

The prognosis for poor whites is more hopeful; "as far as low income whites are concerned, any policy which increases the total supply of housing will be beneficial," they said. Their findings revealed that the housing market for whites operates as a single market and does effectively reach the poor.

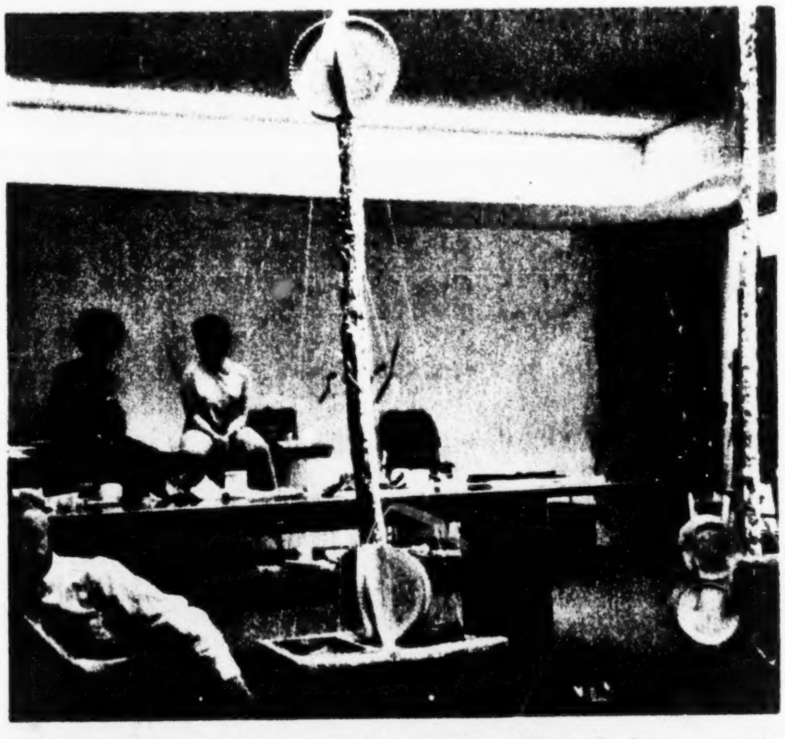
Housing policies directed at the supply of housing, i.e., long term loans at below market rates of interest, were thought to be important and especially effective for the Negro in light of the evidence uncovered by the study.

(continued on page 2)

ISR Research Used In Workshop for Schools

You may have noticed early in May the frenzied activity in the large Conference Room of ISR as Ann Arbor school administrators struggled rather gleefully to construct towers of tinfoil, cardboard, paper plates, and ribbon.

Contrary to rumor this hurly-burly was not the demonstration of an ancient rite to Spring or a subversive huzzah to the Revolution.



***Participants in the workshop were divided into groups** which approximated where they fall along a dimension reflecting managerial style in Rensis Likert's four systems of organization. The systems range from authoritarian control (system one) to active participation in decision making at all levels (system four). They were asked to construct the towers to be judged on qualities of height, strength and aesthetic value. Impartial judges gave system four the award. Likert later explained his theory to the school administrators.*

Rather, it was the first in a series of three workshops designed to illustrate some of the principles of Rensis Likert's System 4 to the administrators.

Lucille Schaible, Tony Reilly, and Steve Iman will work on a collaborative program for the Ann Arbor schools in which the findings of recent organizational and behavioral research will be applied to problems the schools have defined as important. Ivan Bare is project director for the schools.

This attempt to integrate and extend Institute research will hopefully involve all levels of school personnel—principals, assistant principals, teachers, students, and parents.

Consortium Holds Annual Conference for Members

The annual meeting of the Inter-University Consortium for Political Research (ICPR) was held the week-end of May 24–25 with representatives from nearly 120 member institutions present.

The Consortium was created in 1962 as a partnership between the Survey Research Center and other universities, colleges, and non-profit research organizations. Executive Director of ICPR is Warren Miller, Program Director in Political Behavior. Other directoral assistance comes from Philip Converse, Don Stokes, and Greg Marks, all from Political Behavior. Jerry Clubb is in charge of the Historical Archives.

Participants to the annual conference, who compose the Committee of Representatives, are chosen by the member institutions. Agenda for the conference included a general business meeting Saturday. Two concurrent seminars were held Sunday: one discussing recent research findings and the other concerned with the use of Consortium data and materials in undergraduate teaching.

"New Homes and Poor People"

(continued from page 1)

The authors pointed out, however, that the obstacle of down payments is present even for those with incomes sufficient to make the payments.

John B. Lansing, Charles Wade Clifton, and James N. Morgan, authors of *New Homes and Poor People: A Study of Chains of Moves*, uncovered these findings through a detailed study of the indirect consequences of new housing construction. They investigated the phenomenon through which each new home that is built creates a succession of "chains of moves" in which housing becomes available to nearly all levels of the population.

The people who move into a new home ordinarily will vacate another housing unit, and those who move into that unit will benefit indirectly from construction of the new unit, releasing more housing in their turn. Thus, the construction of new, relatively expensive housing may have effects which reach down to the lower income groups.

In their effort to analyze this phenomenon, over 3,000 interviews were obtained which followed housing occupancy from the construction of a new home to its removal from the market.

OPEN CHANNEL
WILLIAM V. HANEY—*Editor-in-Chief*

5 June, 1969, Volume 1, number 7

The twice-a-month letter for all staff of the Institute for Social Research, The University of Michigan. Published on or about the first and third Thursdays of each month. Advertisements, announcements, letters to the editor, and story suggestions should be referred to the editor:

DOUGLAS TRUAX
Room 5005 ISR

Letters to the Editor

Suggestion Box?

Dear Editor:

I hope you can forward this suggestion to the appropriate place—I haven't any idea of where it should go. Maybe you could start a "suggestion box"?

Anyway, I'd very much like an ice cube machine available for our use, especially during the summer. Some of us prefer iced tea or fruit juice instead of carbonated drinks (or those on diets, or those who don't want to drink artificial sweeteners—see last month's Consumer Reports for an article about what that stuff does to you). I checked with the refrigeration people and they can supply an ice making machine that does not need a plumbing hookup and that makes about 30 pounds of ice a day. The machine rents for about $22 a month. At that price, maybe we could supply ice free to everyone.

I've talked to some of my co-workers here and they seem to think it would be very useful. How about everyone else?

Barbara Murphy

We've forwarded your letter to the appropriate person and will provide a reply in the next issue. The idea of a "suggestion box" or "action line" is a good one, and Open Channel will make it a policy to provide printed reaction to all such inquiries. If interest is great enough we could run a separate feature from time to time.

A Welcome Paean

Dear Editor:

The arrival of your delightful little "house organ" has been a joy around here, especially on top of the Interviewers' Conference in February. The conference gave me a chance to see for the first time people I had come to regard as old friends, and *Open Channel* continues and strengthens that feeling of friendship.

I've marvelled, even since I began working for SRC (only two and one-half years ago: I'm no seasoned veteran, though I hope to be one day) at the beautifully fine balance it achieves between close personal relations on the one hand and very exacting standards on the other, especially in such a far-flung organization.

Open Channel is certainly a valuable part of the balance. It engenders only one small negative reaction: I'm still physically too far away. For example, I'd love to pop in to look at the Trading Post offerings in the May 15 issue, especially the Morgan stallion. But, though I know people who can drive 350 miles to look at a horse, I'm not one of them.

But back to the point: *Open Channel* is a delight, and worth, to us in the field, all the work it costs you in the office.

Eleanor Hayden,
Office Contact
Lexington, Kentucky

APPENDIX V

Staff Sketches

CRUSK STAFF

Co-Project Director (training) - A Program Associate in CRUSK who is self educated. She has spent 17 years as a free lance consultant working with groups composed mostly of people from the helping professions. The focus of work was upon group process and the improvement of leadership and interpersonal skills. In 1965 she was employed by the University of Michigan to work with Lippitt and Fox to develop an elementary social science curriculum. She was one of the authors of Social Science Laboratory Units, SRA, Inc., 1969. She has directed a number of projects in educational change in public school settings and much of her recent consultation work has been focused around conflict utilization with organizations faced with continuing unrest and crises.

Co-Project Director (research) - A Project Director at CRUSK working both in this project and in the Michigan Physicians Study. He earned his Ph.D. in Social Psychology at Iowa State University in 1968. His dissertation was awarded the Raymond Cattell Award. He was presented the Raymond Cattell Award for his dissertation from the American Psychological Assoc. for outstanding research in the field of industrial psychology. He has taught in elementary, secondary, and college levels and is presently an Assistant Professor in the Organizational Psychology Department at the University of Michigan. He has also previously worked in vocational rehabilitation and in the Upward Bound Program. He is presently involved in consultation with businesses and industrial firms in the field of organizational development.

Assistant Project Director - A graduate student in Educational Administration who has completed his course work and his dissertation topic, Assessing the Impact of a Change Seminar Upon its Client Systems, is an evaluation of the effectiveness of the training program in the Ann Arbor School Project. His previous experience includes seven years as a teacher in grades 2 through 10, a Community School Director for three years in Flint, Michigan, a central office administrator, Director of Community Schools for Chattanooga, Tenn., and the recipient of a Mott Fellowship during the school year 1968-69. His MA was earned at Eastern Michigan University in 1966. He has served on the staff of many training sessions in the southern region of the country and in the Michigan area.

Assistant in Research - A recent recipient of a M.S. in psychology from Iowa State University. Her experience as a research assistant led to the co-authorship of "the effect of cue size on the utilization of partially valid cues in perceptual identification," Psychonomic Science, 1968, 12 (8), 378. Her professional interests include educational research, measurement, and change processes. She also is assigned to the medical research team in CRUSK.

Staff Member - A second year graduate student in Organizational Psychology with experience as a change agent. His regular CRUSK assignment was in the business and industry group where he worked at implementing Likert's System 4 in the private sector. He had also previously worked in a change project in another school system with one of the co-project directors. He worked as a volunteer in the project until the three administrators' workshops were completed.

Staff Member - A third year graduate student who was in the process of completing his dissertation. His area of specialization was split between Clinical

Psychology and Community Rsychology. He maintained a private practice as a child psychologist and worked in a long term project in a small school district near Ann Arbor. He worked as a volunteer in the project for several months and then was finally hired as an hourly staff member.

Staff Member - A person with limited training skills was hired as an hourly staff member to work in the change seminar. She earned an Associate of Arts degree from Flint Junior College in 1964 and has experience as a teacher of pre-school children. She has also served in the capacity of a tutor for elementary age youngsters who were having reading difficulties. Her present interests include change-agentry and organizational development.

Staff Member - A graduate student who came to the project as a journalism intern at CRUSK. She was a former elementary teacher and president of the local American Federation of Teachers unit in that school district. She aided staff members in writing a newspaper article and during the change seminar, she completed a case study of one of the pilot schools in the project. Her work in the project was as a volunteer.